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THE J. H. STEWART REID MEMORIAL FELLOWSHIP TRUST

An Editorial

Growth of the Canadian Association of University Teachers over its short life span has been very gratifying. The establishment of the National office in Ottawa less than a decade after the formation of the Association could be regarded as an early coming of age. With the creation of the central office, and to some extent because of it, came expanding membership and increased contacts with members of the C.A.U.T., with university administrations, and with governments.

It was of vital importance to the association that its first Executive Secretary, who would represent it during these early critical years, should be an exceptionally gifted and responsible person. An experienced and senior university teacher was clearly what was wanted and it was the extreme good fortune of the Canadian Academic Community that Stewart Reid was available and willing to take on the work. His personal qualities suited the job admirably. His training as an historian provided an excellent background for approaching the political problems, both internal and external, which the Association had to face.

Probably only those who worked fairly closely with Stewart Reid will know to the full the debt Canadian university teachers owe him. A great deal of the most important work which he did never came to the attention of the members at large. It was frequently essential that it be kept confidential, but any who had the privilege of working with him came to admire his clear mind, even temper and fairness. The strength of an Association such as the C.A.U.T. depends very much upon its reputation for sound and fair action. Stewart Reid did a great deal to establish the right kind of reputation for the C.A.U.T.

It is, therefore, appropriate that the membership of the Canadian Association of University Teachers should erect a memorial to their first Executive Secretary. The proposed fellowship trust is a very suitable one. Not only is it appropriate as a memorial to a scholar but it represents a useful and appropriate activity for the Association, one indeed which directs the C.A.U.T. into an area in which it should have something useful to say both directly and by way of example.

It will be clear to all who teach in universities that the development of knowledge on a modern scale requires that we provide advanced education for a very much higher proportion of our population than has been able to take it so far. One way that we can point this out to the country is by ourselves utilizing any occasion such as this to set up a scheme which promotes opportunities for advanced study. There is need for a great many more scholarships for graduate work, and since there are many organizations which in some way resemble the Canadian Association of University Teachers, and which might be persuaded to set up fellowship trusts, it is appropriate for us to set up a scheme which is a model. If we are not willing to do this we have little right to criticize existing or proposed schemes.

Academic people are also aware of the fact that a project such as this ought not to be entered into with meagre support. It is fortunate now that both the size of the membership of the C.A.U.T. and the levels of income of the university teaching profession in Canada are sufficient that a memorial fellowship trust can be established with every confidence that it can be well supported.

H. M. GOOD

THE C.A.U.T. AND ITS NEIGHBOURS

An Editorial

Describing the work of the National Office in this issue, the Executive Secretary emphasizes the importance of liaison between the C.A.U.T. and other organizations concerned with higher education in Canada. He gives an impressive list of these organizations, national or international, made up of faculty, administrators, or students.

We have in the past published the report of a meeting of the I.A.U.P.L., an association of faculty members, and a statement of the functions of C.U.F., an organization of administrators. In this issue we turn to the third group, the students. We have asked representatives of C.U.S., a student organization, and W.U.S.C., which has both student and faculty membership, to outline the aims and procedures of their associations in brief articles.

These are organizations with which we work at present, and with which we will work more closely in the future. They represent another significant part of the university community, whose goals and problems are often the same as ours. We are grateful to their representatives for presenting us with lucid and informative statements showing clearly the basis for fruitful cooperation between their associations and ours.

The report of a meeting with N.C.C.U.C./C.U.F. representatives which follows shows another direction in which C.A.U.T.'s contacts are growing stronger. Here a continuous liaison is being established.

What must finally be said is that contacts with other organizations, like the other work of the C.A.U.T., will need the support of the fee increase discussed by the Treasurer to be made lasting and productive.

THE CANADIAN UNION OF STUDENTS

by Nan Scott*

The Canadian Union of Students, originally the National Federation of Canadian University Students, was established in 1926. In December, 1926, twenty students from ten universities met at McGill for the first conference of the National Federation of Canadian University Students. Conferences were held bi-annually until 1939. However, after several years, it was decided that conferences would have to be held each year if any degree of continuity was to be maintained. During the war years, the activities of N.F.C.U.S. were necessarily restricted. In 1944, however, a small group of students met at the University of Western Ontario, and decided to hold a larger meeting late the next year. This meeting, held at McGill in December, 1945, marked the resumption of activities for N.F.C.U.S.

At the tenth conference of N.F.C.U.S., held in 1946, Mr. Maurice Sauvé, who is now Minister of Forestry in the federal government, was elected president of N.F.C.U.S. He was the first chief officer of the Federation to undertake the presidential tour of member universities which is now a major aspect of the president's duties each year. The tour provides the president with the opportunity to speak to the students' council and the student body at large at each member university, and to get C.U.S. across to the individual student. This is particularly important in Canada because of the regional and provincial differences and the variety of problems faced by students in different parts of Canada. Already at the eleventh conference of N.F.C.U.S., twenty-one universities were present. N.F.C.U.S. then represented 65,000 students from coast to coast.

N.F.C.U.S. was created to express and to strengthen the Canadian student's consciousness of himself as a student and as a Canadian, to give him an identity and a voice that could be found only in unity. N.F.C.U.S. was, and C.U.S. is, an attempt to provide an alternative to the sectionalism arising from Canada's great geographic and ethnic barriers. C.U.S. strives to achieve unity among the university youth in Canada, recognizing diversity as an asset, but working towards harmony and a Canadian outlook.

* Secretariat, Canadian Union of Students.

C.U.S. in effect is a federation of local student governments, the students' councils at forty institutions of higher learning from all over the country. Student governments are eligible to join C.U.S. only if they are democratically constituted and autonomous within their proper jurisdiction. They must, as well, represent the student body of an institution composed of no less than 100 students. To provide for special circumstances, affiliate membership is permitted on a corporate basis and associate membership on an individual basis.

The president of the students' council at each member institution is the chief officer of C.U.S. on his campus. Due to the council president's heavy responsibilities a special officer, called the C.U.S. chairman, is elected or appointed at each member campus. The C.U.S. chairman provides the liaison between the C.U.S. Secretariat and the local students' council. He is also responsible for carrying out mandates from the Congress, and organizing the C.U.S. activities on the local level.

The annual Congress is the supreme policy-making and legislative body of the Canadian Union of Students. Subject to the by-laws and constitution, the Congress can make any decision, and is not bound by decisions of a previous congress. In practice, however, the resolutions of previous congresses are used as a guide. It is at this gathering of all member council presidents and C.U.S. chairmen that the program for the coming year is set up and the officers of the Union are elected.

The executive body of the C.U.S. is the Board of Directors. It is headed by the President and Vice-president of the Union. There is one representative for each of the four regions of Canada: the Western Provinces, Ontario, Quebec, and the Atlantic Provinces. The Past President of the Union and the President-elect also sit on the Board of Directors. At the most recent congress, it was decided that the Chairman of the Standing Finance Commission which is set up at the Congress should also sit on the Board. They meet four times during their term of office. The President and the Vice-president are full-time employees of the Union, along with the Comptroller and four Associate Secretaries.

C.U.S. is financed by a per capita levy for which each member institutions is responsible. This income is augmented by fund-raising for certain educational projects such as seminars on national and international topics, international representation, publications, and so on. It is only fair to say, therefore, that C.U.S. is dependent, for the sur-

vival of its program, on business and industry, as well as various foundations and international organizations. The comptroller is responsible for all financial matters with which the Union is concerned: the collection of per capita levy, the financial arrangements for the annual Seminar and congress, and fund-raising.

C.U.S. has also set up, within the last few years, a travel department which is operated by a director and his secretary. This office, located in Montreal, assumes responsibility for transporting all delegates to and from C.U.S. seminars and con congresses, as well as setting up various programs for work and travel across Canada and abroad.

Some of the programs which C.U.S. has undertaken in past years are: a brief to the federal government, drawn up in 1960-61, concerning the establishment of a national bursary plan for needy students; intensive work carried on during the past summer, in favour of interest-free loans or their fiscal equivalent; representations to various commissions concerning tax concessions and the welfare of students in Canada.

Another project with which the organization has been concerned since the early years of N.F.C.U.S. history is the Interregional Scholarship Exchange Plan, a scheme whereby students from universities in any of the four regions of Canada are given the opportunity of attending a university of their choice in any other region of Canada. This plan, which is being expanded rapidly, is one means of educating Canadian students about their country and its peoples. The tuition fee for these students is waived by the accepting university, and travel costs are paid by a grant. Future plans for the Interregional Scholarship Exchange include a proposed 1,000 student exchange all across Canada, to take place in 1967.

During the last academic year, a study was carried out on almost every member campus concerning Confederation, and the reality of Canada today. These various studies culminated in the VIIth Seminar, held at Laval in September. The Seminar brought together 150 students and professors to study the topic, "A New Concept of Confederation?"

Perhaps the most important aspect of the C.U.S. program during the past year is the attempt to restructure the organization. Prior to the 1963 Congress, which was held at Edmonton, Alberta, the French-

speaking members of C.U.S. had experienced a growing dissatisfaction with the structure of the organization on a regional basis. At the Edmonton Congress, a committee worked through the week to draw up a proposed structure, in which French-speaking and English-speaking member universities would have equal representation, and equal votes on specific questions. A Commission on Structures was set up to study the various implications of this temporary arrangement. The Congress ended on a note of optimism, the new structure having been adopted unanimously for a trial period of a year.

At the XVIIIth Congress, held in Toronto in mid-September, the three French-speaking universities from the province of Quebec decided to leave the Union. They felt that their interests would be better served by membership in l'Union Générale des Etudiants du Quebec, whose first meeting will be held in November. This withdrawal was carried out in a very understanding manner, a credit to the rationality and common sense of today's student leaders. C.U.S. will continue to be a bilingual union of students, representing students of higher education from coast to coast. But both C.U.S. and U.G.E.Q. are hopeful of being able to cooperate on several projects in the best interests of all students in Canada. It is felt that the cooperation of both organizations will be desirable and, in fact, necessary for the achievement of this purpose.

Among the priorities set up for the coming year's program are: a Canada-wide student means survey, with the aim of drawing up a comprehensive brief to the Bladen Commission on University Financing; the establishment of a Student Government Research Service at the C.U.S. Secretariat, for the purpose of providing information to student governments across the country, and of aiding those institutions of higher learning which are attempting to set up a democratic form of student government; the organization of the VIIIth C.U.S. Seminar on "Democracy in the University Community". This last will entail the holding of seminars on the local and regional level on various aspects of student government and the degree of democracy at campuses across the country. Some of the areas of study will be: student government and autonomy; faculty participation in university government; joint student-faculty committees, and so on.

C.U.S. activities are also carried on at the international level. In the early stages of the national student movement in Canada, the question of involvement with students on the international level arose.

N.F.C.U.S.—after a brief attempt to work in the International Union of Students (I.U.S.) in the late 1940's—gathered in 1950, along with several other national unions, for the first International Student Conference (I.S.C.). The I.S.C. was simply a gathering of national unions of students whose democratic principles prevented them from subscribing to the I.U.S. The eleventh I.S.C. was held in New Zealand from June 22 to July 1, 1964. At this last meeting, fifty-two national unions unanimously adopted a new charter which provided a concrete framework within which democratically-inclined unions can work for the concept of a "free university in a free society". The Secretariat of the I.S.C. at Leiden, the Netherlands, employs a staff which is representative of the I.S.C.'s many member unions.

Although C.U.S. is not, and never has been, a member of the I.U.S., we have on several occasions sent observers to I.U.S. meetings as fraternal observers. Those who have represented C.U.S. at I.U.S. gatherings are often called upon to act as resource persons for the C.U.S. Seminar on International Student Affairs. This seminar was established so that each year a group of students—chosen from all across the country—would be informed on the intricacies of the international student movement, and would, in turn, be in a position to represent Canadian students at various international student gatherings. There have been two such seminars, and a third is planned for the spring of 1965.

Another international program for the coming year is a concentrated campaign for the boycotting of South African goods. This program has already begun, and will entail a great deal of work and cooperation from each member campus, as well as advice and assistance from many national organizations. The resolution concerning this program was adopted at the recent congress only after a great deal of thought, and only when it was agreed that such action is needed to curb the inhuman policies of the South African government.

A large portion of the national and international program of C.U.S. is that of cooperation and exchange of representation with various other national organizations. C.U.S. has always been willing to cooperate with other organizations in Canada, particularly those concerned with the problems of higher education. In compiling information for briefs to government bodies, and for reports to interested individuals and organizations, C.U.S. has often requested, and received the co-operation of non-governmental groups concerned with educa-

tion. C.A.U.T. is one of the organizations with which C.U.S. has worked from time to time. It is fair to assume that this interchange of information and assistance will go on to an even greater extent as C.U.S. grows.

The help of C.A.U.T. and various other organizations will be needed for the C.U.S. "freeze the fees" campaign. This program is being launched in protest of fees which have risen astronomically during the past few years. Of concern to C.U.S. in this regard is the fact that students' earning power—in summer jobs and in part-time jobs throughout the school year—has not risen in proportion to the fees. This is an instance in which various organizations concerned with the rising costs of higher education can cooperate in finding a sensible solution.

One outstanding instance in which C.A.U.T. and C.U.S. cooperated is in the question of academic freedom at universities which was raised last year. At their annual meetings in 1963, both C.A.U.T. and C.U.S. passed resolutions urging the government to make a statement of policy concerning the security investigations which were being carried on in Canadian universities. In November, 1963, meetings were held with Prime Minister Pearson for the purpose of requesting this statement of policy. No instances of security investigations which hamper academic freedom in any way have been received by C.U.S. since that time. This is a prime example of how two organizations can work in close cooperation to achieve a common goal. The Canadian Union of Students hopes that such collaboration will continue in the future and offers its full support to the Canadian Association of University Teachers as an integral part of the university community.

THE WORLD UNIVERSITY SERVICE OF CANADA

by Paul Fleck*

Recently the nineteenth annual assembly of the World University Service of Canada was convened at the University of Western Ontario. There were present at least one faculty member and one student from the thirty-four universities where W.U.S.C. has local committees; representatives from organizations interested in the work of W.U.S.C.—Canadian University Service Overseas, Canadian Service for Overseas Students and Trainees, C.A.U.T., C.U.S., S.C.M., N.C.C.U.C., and U.N.E.S.C.O.; and the members of the National Committee, the annually elected Board of Directors of W.U.S.C., half of whom are faculty members. There were, in all, one hundred and twenty delegates and observers, and half of these were university teachers. W.U.S.C. is clearly a student-faculty organization, and each year one of the most important subjects for discussion at the assembly is the role that faculty members ought to play in its work. Each year, too, the lament is heard that members of university faculties do not know what W.U.S.C. is and what it does. The purpose of this article is to explore the nature of the World University Service by outlining briefly its history both internationally¹ and in Canada, and to explore the nature of the role faculty members ought to take in the activities of W.U.S.C. by outlining something of the discussion among faculty members at the assembly in London, Ontario.

W.U.S.C. is an organization whose members are drawn from the university community; there are, on any campus, usually more students than faculty involved in the work of W.U.S.C., but the governing bodies are composed of students and faculty in roughly equal proportions. What the World University Service does is best explained by quoting from its official international statutes:

* University of Western Ontario; Chairman, W.U.S.C. Seminar Committee.

¹ I am indebted throughout (and particularly in the discussion of W.U.S. history) to Mr. Douglas Mayer, the General Secretary of W.U.S.C. I have drawn liberally from the following working papers prepared by Mr. Mayer and his staff: "General Notes on W.U.S. History and Organization", "Notes on the 1964 W.U.S. General Assembly", and "Notes on the Role of Faculty Members in World University Service". The complete texts of these documents may be obtained by writing to the General Secretary, World University Service of Canada, 2 Bancroft, Toronto, Ontario.

World University Service has as its object the expression and promotion of international university solidarity and mutual service within and between universities and centers of higher learning throughout the world.

World University Service encourages and supports all efforts on the part of students, professors and others to meet the basic need of the universities and centers of higher learning and their members and to make them true communities and real centers of national and international life.

World University Service seeks the achievement of its object:

- (a) through the extension of material aid by members of the world university community to their fellow members who are in immediate need; and particularly through assistance to self-help enterprises designed to meet long-term needs;
- (b) through the mutual sharing of knowledge and experience gained in attempts to resolve basic university problems; and
- (c) through the bringing together of students and teaching staff without prejudice to race, nationality, political or religious conviction, and social and economic background in order to establish through personal encounter that basis of international understanding from which a spirit of international solidarity can emerge and a concern for mutual assistance and service be developed.

World University Service is non-partisan and works without discrimination as to race, nationality, political or religious convictions.²

The aims of the organization were not always so comprehensive as they are now. Indeed, W.U.S. (as the international organization is called) began with a very demanding, single need before it, as the following extract from "General Notes on W.U.S. History and Organization" shows:

World University Service was inaugurated in Geneva, Switzerland, in 1920. At first it was known as European Student Relief. In 1926 its name was changed to International Student Service and in 1950, following a revision of its statutes, it adopted the name of World University Service. Its initial aims were to publicize the urgent needs of students and professors in many European countries who were suffer-

² "General Notes on W.U.S. History and Organization", pp. 2-3.

ing from the results of the First World War; to collect money, food, clothing and books from their colleagues in more fortunate countries; to provide channels of distribution; and to encourage the students and professors who were experiencing hardships to organize "self-help" schemes to improve their standard of living.

For five years the work of European Student Relief was in full swing. Food and clothing were distributed from central stores and from soup kitchens within the universities. Students were given the means of converting dilapidated barracks, unused jails and ruins of every type into habitable accommodation. In student canteens the girls cooked the food grown and served by their male colleagues. Women mended clothes; men cobbled. Industries were started and their products sold. Bursaries were given to enable students to give up non-academic work during their final year of study.

By 1926 the most urgent relief needs had been met, but among the thousands of students and professors who had been involved there remained a desire to maintain contact and to work together—without distinction of race, religion, nationality or politics—to seek solutions to university problems and to tackle other emergencies which might arise. Under its new title of International Student Service, the organization helped to arrange international seminars and study tours; brought together students and experts at international conferences to discuss problems of current interest and sponsored research programmes on specific topics and published reports.

It also stood ready to deal with new emergencies. When students and professors in some areas suffered from earthquakes, floods, hurricanes or outbreaks of cholera, their colleagues in other countries were notified and aid was organized on an international scale. The first wave of academic refugees—students and professors fleeing from persecution by the Nazis—were helped to resettle and continue their studies or teaching. Considerable aid was given to members of Chinese universities affected by the Japanese invasion.

From its headquarters in neutral Switzerland the organization was able to continue its work throughout the Second World War. Text-books were supplied to students in prisoner-of-war camps; miniature "universities" were organized in some of these camps and arrangements were made for students to sit for recognized examinations. As soon as countries were liberated, emergency aid was developed in ways similar to those of European Student Relief. Food and clothing were distributed; help was given in the reconstruction of residences and lecture rooms; books were supplied to replenish bombed

and burned-out libraries. Many students in these countries were suffering from malnutrition and tuberculosis, and funds were collected to provide special food and drugs, to establish university health centers and to operate international student sanatoria.

Help was given not only to the universities of liberated Europe, but also to those of Asia. As many countries in Asia achieved their national independence, assistance was given to projects designed to increase their university facilities and raise the standard of living of their students and professors.

By 1948, the organization was active in most countries of North America, Europe and Asia, as well as in Australia and New Zealand. Political developments in 1948 led to a considerable reduction in contacts with Eastern European countries, but it is the aim of the organization to resume these contacts as soon as circumstances permit.

The situation in Asia was paralleled by developments in Africa during the decade 1950-60. As countries became independent and new universities were established, so was the development of national and local W.U.S. committees encouraged. The W.U.S. International General Assembly was held in Africa (in Nigeria) for the first time in 1959. Various regional seminars have also been held in Africa in recent years, to bring students and professors from different universities to discuss common development problems.

The present decade will undoubtedly mark the consolidation of W.U.S. activities in another new area — Latin America. The tremendous needs of the university community in Asia and Africa during the two preceding decades prevented W.U.S. from allocating resources to Latin America. However, in recent years W.U.S. committees have been established in Chile, Peru, Nicaragua and Paraguay, and mutual-assistance projects are being developed in these countries within the next year or so and the inauguration of more committees is expected.³

While its initial aim was to provide material relief for university students and professors in devastated areas of the world, the present aim of W.U.S. is more complex and requires ever-increasing programmes to inform the affluent university communities of the nature and the needs of university communities in developing countries. The implementing of its aims is carried out by the World University Service on three levels. Most faculty members in Canada are probably

³ *Ibid.*, pp. 1-2.

familiar with the first level, the local committee of W.U.S.C. It is made up of students and faculty, gets money for its activities largely from students' councils, and channels its energy in two directions: fund-raising and the education of Canadians in problems of universities in other countries.

Funds are raised by local committees through a Treasure Van Sale and a SHARE campaign. The profits of the former go to support the activities of W.U.S.C.—scholarships, educational programmes, publicity material; the money raised in SHARE campaigns goes to International W.U.S. in Geneva, of which more in a moment. Local committees are frequently asked to collect gifts-in-kind as well as money. Indeed, this year, in recognition of the United Nations' designation of 1965 as International Cooperation Year, all local committees of W.U.S.C. are being asked to collect one book from each student and each faculty member in Canada.

SHARE, Treasurer Van, and gifts-in-kind collections, then, are activities by which local committees seek to extend material aid to developing countries. On some campuses, unfortunately, W.U.S.C. has the reputation of being a collection agency and nothing else. But there is a second responsibility, of a more specifically educational nature, to which local committees are asked to devote their energy, and it is taking on increasing importance across the country. This responsibility is fulfilled in a variety of ways: local committees are asked to select overseas students for W.U.S.C. scholarships in Canada and to administer these scholarships; to nominate Canadian students for scholarships offered by W.U.S. in other countries; to nominate Canadian students to take part in annual international seminars organized by W.U.S.C.⁴; to arrange for local educational programmes⁵; to assist in the provision of reception and welfare services for overseas students; and, finally, to send delegates (student and faculty) to the National Assembly of W.U.S.C. to discuss national and international policies.

The second level on which the World University Service operates is national. Reference has already been made to the National Assembly

⁴ Some of the countries in which seminars have been held are: Algeria, Pakistan, Poland, and Israel.

⁵ At the University of Western Ontario, for example, W.U.S.C. cooperated with the African Students' Foundation to present an Africa Week during which there were lectures and a panel discussion (in which Africans participated) on some of the educational and political problems facing African nations.

and the National Committee of W.U.S.C.; these bodies coordinate the projects of local committees and find new ways of implementing W.U.S. aims. More specifically, for example, they decide where the annual seminar (made up of thirty-five students and five faculty members) will be held; they select the members of the seminar from nominations put forward by local committees; they appoint its director and in consultation with him and with the country to be visited, they decide upon a programme.⁶ There has been a close relation between the National Committee of W.U.S.C. and C.A.U.T. because C.A.U.T. is invited each year to appoint two of its members to the committee, as is the Canadian Union of Students. Other members of the National Committee are elected each year at the National Assembly. The following were elected this year in London:

Officers:

Dr. J. F. Leddy, Windsor University—Chairman
Mr. Paul Becker, University of Toronto—Vice Chairman
Mr. Roy Jones, University of Toronto—Treasurer
Dr. Henri Ouellet, Laval University—Chairman, Business & Finance Committee.

Members:

Professor Paul Fleck, University of Western Ontario
Professor Patricia Roberts, University of New Brunswick
Professor Herbert Lewis, Acadia University
Professor Roger Ghys, University of Montreal
Professor Alexandra Johnston, Queen's University
Professor Norma Walmsley, Brandon College
Mr. Ed Novecosky, University of Saskatchewan
Mr. Tim Smith, University of Toronto
Mr. Maurice Sauvé, University of Montreal
Mr. John Kenny, Mt. Allison University
Miss Enid Green, Dalhousie University
Mr. Robert Panet-Raymond, University of Montreal.

⁶ This year's seminar is to be held in Chile; its director is to be Dean Douglas Wright of the Faculty of Engineering in the University of Waterloo.

The National Committee appoints sub-committees which report to it three times a year; on a basis of these reports, it instructs the Secretariat (a full-time staff of seven) in the day to day operation of W.U.S.C. Each of the sub-committees also presents an annual report to the National Assembly for discussion.

The third level of World University Service operations is international, and it is here that the money collected in SHARE campaigns is earmarked for specific projects. Every two years a General Assembly of W.U.S. (made up of student and faculty delegates from the forty-two countries in which there are W.U.S. National Committees, representatives of the International Association of University Professors and Lecturers, and representatives of other interested bodies) meets and examines requests for aid made by committees in developing countries. Here is a brief portion of a report on the last General Assembly held in Lund, Sweden this past summer:

During the course of the Assembly, Commissions were held on the following subjects: Africa, Asia, Latin America, Cooperatives (Development Fund), Publication and Publicity, Workcamps and Seminars, and Gifts-in-Kind. The Asian, African, and Latin American Commissions reviewed the proposed Programme of Action and presented their final revised programme for the approval of the General Assembly at the end of the Assembly. The basis for discussion in these Commissions was the Draft Programme of Action, based on replies received from National Committees to detailed questionnaires and on visits from the Geneva Secretariat to the countries concerned. Each Commission presented a report of its discussions and decisions to the General Assembly.

The draft International Programme of Action was based on the results of detailed questionnaires which had been circulated to National Committees and on the visits which members of the Geneva staff had made to countries in Asia, Latin America, and Africa. In addition to ongoing long-term projects undertaken at the 1962 Assembly, several new projects had been submitted. The General Assembly approved, for international assistance, projects in twenty-two countries.

New projects include scholarship programmes in Chile, Greece, India, Peru, and Southern Rhodesia; cooperative book banks, canteens and stores in Ceylon, Chile, India, Indonesia, Thailand, Philippines, and Hong Kong; cooperative printing and mimeographing projects in Vietnam, Colombo, Greece, and Indonesia; medical and dental equipment, drugs, and construction assistance for student health clinics in Ceylon, Chile, India, Indonesia, Nicaragua, Taiwan, and Vietnam; and

hostels and student centres in Indonesia, Korea, Nepal, and the Philippines. Generally speaking, more importance was attached to larger, more significant projects. The feeling was that projects should not be so small that students making use of the results were not aware of the existence of W.U.S. Emphasis was given to the educational nature of W.U.S.—to the importance of making it clear that W.U.S. programmes are more than merely technical assistance projects. For this reason most of the approved projects are ones which will involve participation of a large number of students and professors, for which serious attempts at local fund-raising will be carried out, and which will have a lasting and meaningful effect on a university.

In addition to assistance given to projects undertaken by National Committees, plans were made to continue and improve international projects such as the W.U.S.-I.F.M.S.A. Drug Appeal, international book appeal, Freedom from Hunger fellowships, individual aid fund, emergency fund, and regional seminars and workcamps.

To fulfill the target set by the General Assembly for the International Programme, \$885,000 must be raised during the next two years. This represents an increase of 20% over the goal set in 1962.⁷

Other items of interest on the agenda were the symposium on staff-student relations and the resolution of the Assembly to make "renewed efforts in the coming months to establish contacts with the university communities in eastern Europe and the U.S.S.R." and "to invite a number of university leaders from these countries to the 1966 Assembly if the contacts established so warrant."⁸ Elections are a part of the International Assembly as they are of the national one. At Lund this summer, Dr. Buell G. Gallagher (U.S.A.) was elected Chairman of the Executive Committee of W.U.S. International and Dr. J. F. Leddy (Chairman of the Canadian National Committee) was elected a vice-chairman.

So much for the various levels on which W.U.S. operates. It is time to turn from the organization of committees and assemblies essential to the fulfillment of W.U.S. aims at all levels and consider the question: what can faculty members in Canada do to assist in this work? The most obvious and by far the easiest way to help is to con-

⁷ "Notes on the 1964 W.U.S. Assembly", pp. 3-4.

⁸ *Ibid.*, pp. 4-5.

tribute money to SHARE and to support Treasure Van; and here local Faculty Associations can help too by endorsing these projects and taking an active part in them. W.U.S. is the only internationally recognized university charity and is as important to the university community as the United Appeal is to the community at large; as such it deserves the financial support of every university professor in Canada. But apart from contributions which, mortgages and faculty association dues and the rest notwithstanding, are easy (after all, as most appeals stress, all donations, however small, play their part), there are other ways in which those faculty members who are willing to give of their time and energy can help. Faculty members are required from time to time to sit on selection boards for scholarships or for the W.U.S.C seminar; they may be asked to donate books from their frequently overburdened shelves; and there are occasions when professors with personal experience of universities abroad can spark a W.U.S.C. educational programme.

Of course, the most direct way of helping is to join the local W.U.S.C. committee. Here the discussion among faculty members at the Assembly in London is of interest. W.U.S.C. is unique in many ways, not the least of which is that its membership is made up of students and faculty. Some faculty members at the Assembly took great exception to the use of the term "faculty advisors" as a description of their role in W.U.S.C. They preferred to be called members of W.U.S.C. and emphasized that they are first of all participants and secondly advisors. Nonetheless, advice is a priceless commodity and faculty members can provide a continuity in the activities of local committees by giving the students guidance in situations with which they are not familiar. One suggestion was that faculty members provide a "shadow cabinet", one taking responsibility and keeping records for SHARE, another for Treasure Van, another for the education programme, and yet another for the seminar. But the consensus seemed to be that this in itself was not a sufficiently positive approach. There are times when faculty members have to provide the initiative; students come and go and do not always pass on to their successors the benefit of their experience. It is, therefore, of particular value to have active faculty members available at the beginning and at the end of the year. A suggestion in a report made to the 1963 National Assembly seems to work on a number of campuses:

Although the structure of local committees varies considerably from campus to campus, one arrangement which works very well is to have three faculty members on the committee, each

serving for three years on a rotating basis. Thus, each year, one faculty member leaves the committee and a new one is added. This means that there are at least two on-going faculty members to ensure continuity; no faculty member need serve for more than three years; the committee is invigorated by the introduction of a new faculty member each year; and, among the faculty members on each campus, there will be an increasing number who have had three years experience of working with W.U.S.C.⁹

Whatever local conditions dictate about the make-up of local committees, it remains true that faculty participation in W.U.S.C. is everywhere essential. It remains true, too, that the work of W.U.S.C. is worthy of the attention of all faculty members because it has to do with the health and vitality of their own university communities as well as of those abroad. The influx of foreign students is one of the effects of recent years which has given some of our universities a richer and more cosmopolitan atmosphere—an atmosphere in which the concept of a university as a place where there is an exchange of ideas has flourished in new and interesting ways. Carefully selected foreign students can be a great asset to any university (particularly to a smaller one), and the selection of such students is an activity in which faculty members can play an important part. The sending of our students abroad so that they can spend a period of time living in a country unlike their own—sometimes, indeed, of a totally different political persuasion—and study some of the problems of that country, this, too, can enrich our own university communities. W.U.S.C. educational programmes, though perhaps in a less cogent way, can have a similar effect. The aims of W.U.S.C. are undeniably laudable; the more faculty members who translate their approval into active participation in the implementing of those aims, the closer will we move towards a vital international university community.

⁹ "Notes on the Role of Faculty Members in World University Service", p. 3.

NOTES OF THE MEETING OF REPRESENTATIVES OF THE N.C.C.U.C.-C.U.F. AND C.A.U.T

held in Ottawa in the C.U.F. Offices on September 9th, 1964

Present:	Dr. Andrew	Professor Laskin
	Mrs. Patterson	Professor Torrens
	Mr. Gill	Professor Smith

The participants agreed that informal exploratory joint meetings such as this one are useful and should be held on a regular basis. It was generally agreed that they should be held twice a year and that the next one should be scheduled for early 1965. It was thought that each group might suggest, in advance, several topics for the agenda. Mention was made of the possibility of naming special committees from time to time to deal with a specific question of mutual concern. Discussion was far ranging and, in retrospect had three phases:

- A. Simple exchange of information. The participants were concerned with bringing themselves and the organizations they represent up to date in matters of common interest such as the study of university government by the Duff Commission and the study of university financing by the Bladen Commission.
- B. Discussion of matters of immediate practical concern lending themselves to joint action subject to further consultation.
 - 1) A proposed study of university pensions. It was agreed that Dr. Sheffield and Professor Smith should meet to discuss the C.U.F. project outline for such a study with a view to making such modifications as may be agreeable to them, and looking to joint sponsorship.
 - 2) Studies of educational television. It was agreed that exchange of information and ideas as developed by the N.C.C.U.C. and C.A.U.T. committees is desirable. Mrs. Patterson undertook to send to the C.A.U.T. office copies of the N.C.C.U.C. questionnaire and reports, and Professor Smith to send to her the C.A.U.T. questionnaire now being circulated. Mrs. Patterson agreed also to send to the C.A.U.T. office information about the forthcoming convention of the (American) National Asso-

ciation of Educational Broadcasters, to be held in Austin, Texas, against the possibility that C.A.U.T. might wish to send a delegate.

- 3) Status of part-time students as regards federal government grants. It appears that this is one of the matters that will be examined by the Bladen Commission.
- 4) Problems connected with the present population and enrolment crisis such as admission policies and "year round" operation.

C. Discussion in an explanatory way of a variety of matters about which no decisions were taken, but which may be on a succeeding agenda. Chief among these were:

- 1) The desirability of giving financial aid to faculty members who wish to attain higher degrees.
- 2) The relations between universities and governments.
- 3) Security investigations, clearances, etc.
- 4) Cooperation on criteria for membership eligibility.
- 5) Cooperation with D.B.S. on salary data.
- 6) Policy on sabbatical leave.
- 7) Policy on academic freedom and tenure.

RESEARCH ASSISTANCE IN THE HUMANITIES AND SOCIAL SCIENCES

H. H. Binhammer and M. Booth*

College and university administrations fully recognize the importance of continuing scholarly work by academic staffs and by and large make promotion dependent upon significant publication. Publication, in turn, is dependent upon research. Judgement by such a standard is justified only when some way of attaining the standard is placed within the reach of the individual teacher.

Research culminating in publication involves certain prerequisites. There must be a proper intellectual climate, and there must be ready access to source material. When one or both of these prerequisites is lacking, financial assistance is required.

The Canada Council has made an admirable but inadequate contribution toward providing financial assistance for research to the university teacher in the humanities and the social sciences. Foundations have provided further assistance. In an attempt to satisfy the remaining and still substantial need the universities have been providing funds from special endowments and from annual budget allocations.

To what extent have the universities participated in providing research funds to teachers in the humanities and social sciences? The accompanying table shows the results of a questionnaire sent to a representative group of Canadian universities. The data obtained relate primarily to the academic year 1963-64 and to research conducted during the summer months. Only three of the 21 universities included in the survey made no grants. Another provides loans which are cancelled after a specified number of years of service. While it is difficult to derive from the data supplied the average amount of individual grants, they range all the way from \$15 to \$1500 with the median falling around \$500. The terms of reference for the use of these funds are fairly broad: travel, maintenance, clerical assistance, publication, etc.

*The Royal Military College of Canada.

GRANTS BY THE UNIVERSITIES FOR SUMMER RESEARCH AND FOR TRAVEL TO FACULTY MEMBERS IN THE HUMANITIES AND SOCIAL SCIENCES(A)

SMALL (Max - 1500)	GRANT FOR SUMMER RESEARCH	PURPOSE FOR WHICH GRANTS ARE MADE	TOTAL FUNDS AVAILABLE FOR GRANTS	TRAVEL AND EXPENSES TO LEARNED CONFERENCES
Bishops University	\$200-\$500 R	General ²	\$1,500 annually	All expenses if approved by principal.
Mount Allison	\$150-1,000 R	Travel and maintenance.	Fund in excess of \$500,000. Income from fund to assist with sabbatical leaves, cost of travel to learned conferences, etc. 37½% of income may be used for grants to all Faculty for attendance at learned conferences.	
Laurentian University	No grants.	-	No funds available.	Participants paid all expenses, others receive 50%.
Waterloo Lutheran University	Initially in form of loans. ³	Travel and maintenance.	\$2,500-3,500 per year.	Fund of \$75, per full time Faculty member. Policy to allow each Dept. to attend one major and one minor function per year if budget allows.
Loyola University	\$100-200 R	General	\$2,500	\$3,000-4,000 allocated for travel and maintenance.
York University	\$750 A	General but not including maintenance.	\$4,000	At the discretion of Departments.
MEDIUM (Max - 3500)				
University of Windsor	Discontinued summer research grants. (Included in salary).	-	-	Fund of \$100 per Faculty member available for travel and memberships. Size of individual grant limited by demands on the fund.
University - Identification restricted	\$400 A \$200-1,000 R	General	\$10,000 to \$20,000	Fund of \$100 per staff member allocated at Dept's discretion.
University of Waterloo	Limited number of Faculty Research Fellowships worth 12% of salary.	General	Depends upon University resources and special grants or support available to the University.	Participants' expenses paid in full. Others receive travel only.
Carleton University	\$100 A \$15-600 R	General	\$6,000 for Arts Faculty.	See footnote (4).
Queen's University	\$800 A	General	\$23,600	Limited to total fund available

University of New Brunswick	No Grants				Each Dept. has travel budget on basis of \$50 per faculty member. In addition, Special Travel Fund of \$5,000 for faculty travel to Learned Societies.
Dalhousie University	\$600 A	General	\$8,000		No details available.
LARGE (3500.-)					
University of British Columbia	\$100-2,000 R	General	\$200,000 for all Faculties. Between 25-30% requested by humanities & social sciences.		Approx. \$200 per applicant from budgets provided to Deans of Faculty.
University of Western Ontario	\$250 A	General	\$15,000		Travel budget allocated according to demands and priority.
McGill University	\$50-1,500 R	Grants designated as either travel or research.	\$12,000 for travel, \$15,000 for research of which 90% spent by Arts & Humanities.		Senior members and those reading papers receive expenses, others upon chairman's recommendation up to \$100.
University of Saskatchewan	\$600 A	General	\$20,000 to \$25,000		Priority allocation, size of individual grants depends upon annual fund & demands on this fund. Fund presently \$46,000 for all Faculty members.
University of Manitoba	\$885 A	General	\$20,000		By and large only travel paid.
University of Alberta	\$600 A	General	\$45,000		\$130,000 available to staff travel committee. Grants limited to 2 per member in any one year or a maximum of \$500. Grants for travel & lodging only.
University of Toronto	\$540 A ⁵	General	\$60,000		Funds allocated to Departments. Recipients receive travel, accommodation and \$4.00 a day for meals.
Laval University	\$100-1,500 R	General	\$20,000-\$25,000		All expenses if approved by the Dean or the Rector.

(A) Data are by and large for academic year 1963-64.

1. A. indicates average size of grant and R. the range of grants made.

2. When "General" is specified this includes by and large all costs associated with research & travel, maintenance, clerical assistance, publication, etc.

3. Less than \$500 cancelled after one year of Service upon return.

\$500-\$1,000 cancelled after two years of Service upon return.

Over \$1,000 cancelled after three years of Service upon return.

4. An attempt is made to send each member of Faculty to the meetings of the Canadian Learned Societies. In addition the University tries to provide assistance for a Faculty member to attend another learned meeting every one or two years. \$5,800 fund for travel by Arts Faculty members.

5. For overseas travel \$550 is allowed as well as living expenses of \$6 a day up to a maximum of 90 days.

The total annual funds made available by individual universities to teachers in the humanities and the social sciences for research range from \$1500 to approximately \$50,000. As one would expect, the total funds allocated by each university is with few exceptions related to its size. However, it appears from the data supplied that the per teacher amount available at the smaller institutions is less than that available at the larger ones. This has important implications since one would wish a reverse relationship. Teachers at the small institutions are unlikely to have adequate library facilities or the intellectual and cultural climate found in the larger centers. One would therefore hope that teachers at the smaller institutions might have the opportunity to obtain these prerequisites for research not found in their home environs.

A related question concerns itself with the amount and distribution of funds for travel to learned conferences. Here again a great deal of diversity exists. Our correspondence with the universities indicates that increasing priority is being given to sending senior people off the campus to attend learned conferences at least once a year. Four of the universities in our survey base the amount of their annual budget allocation per department on a prescribed per capital amount multiplied by the number of full-time faculty members in the department. One university uses \$75 as a base while another uses \$200. The funds are usually distributed by the department chairman alone or in consultation with the Dean. While some universities scrutinize these expenditures very carefully others allow the departments discretion as long as they remain within their total budget allocation. Under these circumstances the amount of individual grants depends upon the demands on the funds available.

Research is an integral part of the university teacher's life. To do effective research teachers require funds to be able to associate with their colleagues and to obtain source material. The survey indicates that by and large the universities are recognizing their responsibility in providing such funds. However, as long as the total pool of funds available to the universities remains inadequate the funds that they can allocate to the teacher in the humanities and the social sciences to assist him with his research will also remain inadequate.

CANADIAN UNIVERSITY RETIREMENT PLANS AN APPRAISAL OF CHANGE: 1956 to 1964¹

by Witold Weynerowski*

In some Commonwealth countries, as well as in the United States, a university teacher or administrator may decide to move to another university without any worry as to how this move will affect his pension at retirement. Such worry-free transfers are made possible in these countries through the existence of a nation-wide inter-university pension scheme to which all or almost all the universities subscribe.² The advantages of ready portability and uniform pension provisions are hereby made available to all university staff at poorer and richer institutions alike. The problems arising out of the individual Canadian university benefit plans are avoided.³

The serious problems thrown up by the colourful patchwork of Canadian university pension plans were recognized by the N.C.C.U.C.-appointed Committee charged in 1956 to make a "study of pension plans in Canadian universities and of the possibility of achieving a uniform policy in respect of pensions". The Committee, chaired by Dean W. J. Waines of the University of Manitoba, produced a Report which concluded with a set of policy recommendations. General adoption of the recommendations was urged in order to achieve greater uniformity within the total network of university pension plans.

The strategy for reform selected by the Waines Committee was very much a "second-best" one. The Report noted that "individual variations in pension plans constitutes a barrier to professional mobility. An inter-university plan is *the only certain method* [my italics] of removing this barrier to the free movement of personnel". The prin-

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¹ This article merely presents one person's findings and is in no way, therefore, to be regarded as a C.A.U.T. policy statement.

² For instance, (a) Britain's Federated Superannuation System for Universities (F.S.S.U.) is administered by a panel of a dozen life insurance companies which, together, offer a portable pension scheme and (b) in the U.S. the Teachers' Insurance Annuities Association and College Retirement Equity Fund (T.I.A.A.-C.R.E.F.) includes the vast majority of universities and colleges.

³ See "Preliminary Report on Current (1963-64) Pension and Sabbatical Arrangements". C.A.U.T. *Bulletin*, XII (April, 1964), 16-24.

cial obstacle to achieving uniformity by means of an inter-university plan, according to the Report, lay in the "inability of all institutions to bear the costs of equally generous retirement plans". Having noted this obstacle the Committee abandoned the notion of an inter-university plan without further comment.

The identical "second-best" approach towards the objective of a homogeneous network of university plans was adopted in the Report produced in 1960 by the N.C.C.U.C.-C.A.U.T Joint Pension Committee. This Report also recognized that "from many points of view a standard pension plan would be desirable". Nevertheless, the Committee questioned the "immediate feasibility" of such a standard, national plan "because the present pension plans are principally on two different bases, namely, money purchase and unit purchase, and these produce quite different benefits". Once again, the idea of a national plan was raised and summarily dismissed. This time, however, the objection stated was technical, not financial. Once again the general adoption of certain policy recommendations was advocated. This approach would, the Report suggested, lead to "a higher degree of standardization".

A recently completed C.A.U.T. Survey on pensions allows one to assess the actual degree of standardization achieved in this sphere of fringe benefits since the appearance of the Waines Report in 1956. The assessment takes account of targets contained in the official pension policy statement adopted in 1957 by the C.A.U.T.

After setting forth the two fundamental targets, namely, "adequate income after retirement" and "the minimum barrier to mobility of staff", the 1957 C.A.U.T. policy statement makes the following *ten* specific recommendations. Five of the ten have been more or less universally adopted. These five are as follows but not in the order in which they appear in the Waines Report.

1. The 1957 document recommended that, for the sake of administrative efficiency and in order to ensure the building up by each university of the largest possible fund, all members of the staff on regular appointment be required to come under the pension plan. This recommendation, already widely implemented in 1957, has now been generally adopted.

2. It was also recommended that a staff member who comes under the pension plan after a waiting period should have the option of making retroactive payments for the immediately preceding year of

full-time service. This objective has been largely fulfilled by most universities and colleges, simply by means of abolishing the waiting period. Where waiting periods still exist, that is, at ten of the thirty-two universities surveyed, it is reported that several of the plans allow the premiums to be backdated.

3. A third target called for by the 1957 C.A.U.T. statement, and generally realized since that date, was the introduction of flexibility in the payment of pension benefits, both to the pensioner and to his or her dependents.

4. The recommendation urging the availability of an adequate group life insurance plan to support the retirement plan has similarly been achieved.⁴

5. A fifth recommendation now generally in effect stated that the individual participant should be allowed, if he wishes to do so, to contribute to the pension fund in excess of his minimum required contribution.

We turn now to the less satisfactory side of the ledger, that is, to the other five recommendations whose adoption has been far from general or has scarcely taken place at all.

6. Of fundamental importance was the recommendation which called for uniformity in the pension plans so that all existing plans be "either all money-purchase plans or all unit-purchase plans." The Waines Report had shown that of thirty-one university plans in effect in 1956, seventeen were money-purchase plans and fourteen were of the fixed or unit-purchase type. The Report noted the problems inherent in a situation whereby, for example, movement from the money-purchase to the fixed-purchase plan favours the older staff member and the reverse movement favours the younger.⁵

In 1964 the balance has swung over to the unit-purchase type of plan probably because of inadequate pensions emerging under money purchase plans weakened by inflationary pressures and insufficient combined premiums.

⁴ The qualification must be made that at several universities, group life coverage is probably less than adequate, limited as it is to an individual's annual salary.

⁵ This is explained by the fact that under certain fixed-purchase plans the university's contributions are considerably below the staff member's contributions during the early part of the latter's career and become progressively higher during its later stages.

With respect to this change-over, an important development since 1956 has been the decision of several universities to become independent of any insurance or trust company and to draw up and administer their own fixed formula plans. Several of these plans are of very high quality and, in addition, facilitate any revisions that may be desired from time to time by the university.

Out of thirty-two reporting universities, twenty-one now offer fixed-purchase plans and eleven money-purchase plans. Despite the shifting of the numerical balance towards the unit purchase, fixed formula plans, it is nevertheless clear that the objective of uniformity among types of plan is nearly as distant as it was in 1956.

7. A key target was embodied in the principle that contributions to a participant's pension made by the university should be immediately and fully vested in the participant. Since 1957 several universities have adopted and implemented this principle. The situation in 1964 is briefly as follows. Of thirty-two universities polled, twenty-one reported full and immediate vesting, often in the form of a deferred annuity for persons leaving their university. Of the remainder, four participate in provincial or federal government plans, which generally require a 10-year waiting period before full vesting is granted. Seven other universities require periods ranging from five years to twenty years of continuous service.⁶ An additional problem has been raised at certain universities under whose plans the university contributions during the early years of each participant's employment are merely nominal, thereby shifting the incidence of the vesting of the university's stated share of the accumulated contributions over the full career of the participant away from the early years toward the later years.

⁶ Much criticism has been levied against institutions which do not practise full and immediate vesting of their pension premiums. A recent A.A.U.P. article (A.A.U.P. *Bulletin*, 1964, 141-142) puts the matter simply and cogently: "... we regard such payments (non-vested retirement contributions by the university) as a device the major purpose of which is the inhibition of movement by teaching staff—a mechanism designed to serve the interest of the institution rather than that of the faculty member or the profession . . . Moreover, non-vesting can only be regarded as a short-sighted policy from the point of view of the institution. In the absence of vesting the educator may refuse to accept a position, or the institution, in order to attract him at all, will have to offer higher salaries to compensate for his potential loss. Only through the free exchange of faculty members can an institution prevent itself from becoming ingrown and petrified in its teaching and mode of operation."

8. Another key recommendation urged that the amount of the pension at retirement, taking a career of 35 years' service as the norm, should be at least 60% of his salary *during his last year of regular tenure*. In 1956 two or three Canadian universities boasted pension schemes sufficiently generous to achieve this standard. In 1964, ten out of thirty-two responding universities offer a system of combined premiums or a formula likely to achieve this objective for young staff now entering service. Of the remaining universities, the majority offer a fixed formula based on 2% of *average career earnings* multiplied by the number of years of service. This formula naturally provides a pension very substantially below that of the recommended 60% of final year's salary.

9. The recommendation that the cost of the pension shall be shared on a 2:1 basis between, respectively, the university and the staff member is currently reflected in only seven Canadian university pension plans.⁷ The two West Coast universities contribute 10% of members' salaries, the members 5%. The same ratio is also probably achieved, at least approximately, by the apparently generous fixed-formula plans of the Federated Colleges, U.N.B., Nova Scotia Tech, Dalhousie and Memorial.⁸

10. "Protection against the effects of inflation" was a final target in the 1957 policy statement. At that time only U.B.C. offered such protection, both before and after the date of a participant's retirement, and did so by allowing individuals to invest part of their accumulated premiums in equity. Since 1957, eight other universities have adopted investment in equity as a means of combating inflation. Another university has adopted what is perhaps the simplest and most equitable method by means of pro-rating pensions according to the D.B.S. Consumer Price Index. Finally, a good deal of protection against inflation is provided, at least up to approximate retirement age, by those universities whose pension plans offer apparently generous fixed formulae *based on salary* either at retirement or on average salary during the highest-paid three to five years of a teacher's career. Having noted the considerable improvement since 1957 in this aspect of Canadian university pensions plans, it is less comforting to report that no fewer than fourteen universities, including some of the largest

⁷ This cost-sharing ratio also exists under the British F.S.S.U. scheme.

⁸ If the final-salary formula does not include service *before* the new plan is introduced (e.g. Dalhousie), then it does little for present older people.

and oldest in the country, offer pension plans lacking in special provisions designed to offer even moderately effective protection against rapidly rising living costs.⁹

It should be noted that the implementation of those recommendations which were in fact generally adopted over the past decade imposed few additional financial or administrative burdens on the individual universities. The implementation of the remaining five objectives, on the other hand, necessarily entailed significant extra costs or administrative work. The failure to fulfil these latter objectives at many institutions merely prolongs the inequities and rigidities in the *mélange* of Canadian university pension plans.

It would be fatuous to deny that a widespread and very drastic improvement has taken place over the past decade within the total network of Canadian university pension plans. What must be stressed, however, notwithstanding this significant general upgrading, is that certain grave problems arising out of an unabated heterogeneity are still with us. The multiple differences within the network are necessarily wasteful, inequitable and damaging to professional mobility. It is in the interest of all university staff to seek means of introducing standardization in the present patchwork. Naturally, to be generally acceptable, any uniform plan arrived at would need to offer features as favourable as any currently provided by the best existing Canadian university pension schemes.

The time to explore seriously the possibility of an inter-university pension scheme is especially propitious now that the Canada Pension Plan is pending Parliamentary approval. The Government White Paper suggests that, while the integration of private plans with the federal plan will not be compulsory, some employers and employees will wish to modify their existing plans. Assuming that all or most Canadian universities will presently initiate such modification, the opportunity for further modifications, designed to introduce uniformity where so little exists now, should not be allowed to slip away.

⁹ It is true that some of these plans offer the expedient of supplementary payments to persons retiring on inadequate pensions. However, the universities involved reportedly do not guarantee retiring faculty a minimum \$4,000 annual pension.

FINANCING THE C.A.U.T.

by Edward J. Monahan*

At the regular meeting of the Executive Council in Charlottetown in June, a recommendation by the Treasurer for an increase in the annual C.A.U.T. membership fee from \$10 to \$14 was approved. In order to allow for the implementation of the new fee by the local associations, the increase is scheduled to take effect in June, 1965. To explain the need for a rise in membership fees, three reasons were advanced: (a) the need to provide increased facilities in the National Office, (b) the need to provide increased services to the expanding university community, and (c) the need to provide C.A.U.T. with a larger reserve fund.

An accurate estimate of C.A.U.T. revenue for the current year 1964-65 is difficult to make at this time, partially as a result of the fact that a number of local associations are developing new methods for interesting prospective members and for collecting fees. However, with a projected increase in membership of 10% and an anticipated \$1600 in interest on investment, the estimate of C.A.U.T. revenue for 1964-65 is \$64,100. The estimate for expenditures covering the same period is \$62,100, giving a projected \$2,000 surplus on current operations before any modifications are made. It should be emphasized, however, that the budget estimates make no real provisions for increased staff; only the most modest allowances for increased travel expenses, *Bulletin* outlays, and office expenses; and no allowance at all for a much needed expansion of committee work, research, and general service.

With a view to assisting C.A.U.T. members in understanding the need for increased revenues and to help explain Council's decision to raise the annual fee to \$14, I have prepared the following summary, with commentary, of C.A.U.T. finances during the five-year period since the establishment of the National Office in 1959.

During this five year period, from 1959 to 1964, C.A.U.T. revenues have more than doubled, from \$27,334 for a fiscal year 1959-60, to some \$59,000 for the fiscal year ending August 31, 1964. This rapid increase in revenue has been due almost entirely to the rapid rise in C.A.U.T. membership from 2650 in 1959-60 to some 5800 in 1963-64. Such an increase in membership, now constituting some

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70% of those eligible for membership, is a source of immense satisfaction to all concerned with the welfare of C.A.U.T. and the Canadian university community. It is also a clear indication of the magnitude of the task C.A.U.T. is expected to fulfill. While further efforts must continue to be made to extend C.A.U.T. membership, it is not practical to count on any substantial increase in C.A.U.T. revenues from this source.

Concurrent with the increase in revenues has been a parallel increase in C.A.U.T. expenditures. During this same five year period, the kinds and amounts of services rendered by C.A.U.T. to the Canadian university community have caused a rise in annual expenditures from \$29,500 to some \$61,500. In each of the three middle years of this period, annual revenue exceeded annual expenditures by a small amount. But in the first and last years of the period, the opposite was the case. In the first instance, this resulted in the Executive Council approving, in June of 1960, an increase in the annual fee from \$7 to \$10. In the latter instance, the current operating deficit was a significant factor in Council's approving of the increase in fees to \$14.

A partial break-down of C.A.U.T. expenditures over this five year period will give some indication of the growing scope and complexity of Association activities, and of the consequent need for increased revenue.

Staff Salaries and Benefits: In the fiscal year 1959-60, expenses for staff salaries and benefits totalled \$16,000. In the fiscal year 1963-64, these same expenses totalled some \$30,000. This increase represents the addition of a Research Assistant to the National Office staff in the fall of 1963, regular increases in salary to staff in accordance with established C.A.U.T. salary scales, and more frequent use of part-time secretarial assistance needed to cope with the greatly increased work-load in the National Office. Very recently, the Executive and Finance Committee has authorized the addition of a clerk-typist to the National Office Staff; and the need exists to establish more adequate pension and insurance provisions for the members of the National Office staff.

Bulletin: During the same five year period, annual expenditures for the *Bulletin* have risen from \$3,480 to slightly more than \$10,000. This increase represents the increased cost of circulation, which has more than doubled; the increased costs of printing and distribution, due in part to the increased number of pages in the *Bulletin*; and the establishment in the fall of 1963 of the monthly C.A.U.T. *Newsletter*.

With an aim to secure some economies in printing and distribution costs, the *Bulletin* printer has been changed. However, there is a growing need for increased publicity on behalf of C.A.U.T. and its many activities. The Executive is now studying the feasibility of establishing an off-print series to give wider circulation of important C.A.U.T. briefs, *Bulletin* articles and the like; but financing this is a problem.

Travel Costs: During the past five years, the annual expenditure of C.A.U.T. on travel has risen from \$4,800 to almost \$12,000. This large increase simply reflects the rapid expansion of C.A.U.T. activities as they are related to the facts of Canadian geography. The travel subsidy granted local associations to assist in sending delegates to the November meetings of Council accounts for some of this increase. But the bulk of the increase has arisen from the greatly expanded activities of the various C.A.U.T. committees. The Association has been most fortunate in being able to secure the services of many able, dedicated members for work on its many committees. While committee members serve without compensation, their travel expenses are sometimes considerable. With the expansion of C.A.U.T. activities: more briefs to be prepared, more studies to be made, more conferences to be attended, the need for committees increased. And so too, the need for adequate financing of the work of these committees.

Office Expenses: During the five year period 1959-60 to 1963-64, office expenses have risen from \$4,800 to \$6,400. This increase represents additional rent for increased office space approved in last year's budget, and small purchases of additional necessary office equipment and supplies.

At the present time, annual expenditures for our National Office are well below what they should be for an operation of the size of the C.A.U.T. Thus far the National Office has been run on the proverbial shoe string, and the situation now has reached the point where this might cause a serious reduction in the efficiency of C.A.U.T. services. As a result of recent recommendations made by the Executive Secretary, the Executive and Finance Committee has authorized him to spend up to \$1,000 for the purchase of additional office equipment. Further expenditures may be necessary shortly, and there is need for additional office space.

Reserve: During the period from 1959 to 1964, the C.A.U.T. Reserve Fund rose from \$13,660 to \$28,943; but it has not been added to since 1961. At the time the National Office was established, a decision was made to develop a reserve fund equivalent to one year's

operating expenses for the Association. While annual operating expenses have more than doubled since that time, the reserve has not yet attained the figure of the annual operating expenses for the first year of that period. The ideal—a reserve equal to a year's operation—remains an important C.A.U.T. objective. If it is even to be approached, there should be an annual surplus in each of the next three years.

In some respects, the Canadian Universities Foundation (C.U.F.) is the counterpart of C.A.U.T. Both organizations are deeply committed to the cause of higher education in Canada, and both are vitally concerned with the welfare of the Canadian academic community. C.A.U.T. and C.U.F. maintain a continuing liaison on matters of mutual concern. They co-operate on a number of important projects, such as the Duff Commission on University Government, and a projected survey of university pension plans in Canada. C.A.U.T. members may be interested, therefore, in some comparisons between the expenditures of C.A.U.T. and those of C.U.F. Both reflect the rapid expansion of services to the Canadian university community. To meet the needs of Canadian higher education, C.U.F. has expanded its staff from sixteen to fifty-one over the past three years. During the same period, C.A.U.T. has expanded its National Office staff from two to four. The following selected figures, quoted with the kind permission of CUF, show the relative expansion of budget that has taken place, for both organizations, between the fiscal years 1961-61 and 1963-64:

	<i>CAUT</i>		<i>CUF</i>	
	<i>1961-62</i>	<i>1963-64</i>	<i>1961-62</i>	<i>1963-64</i>
Salaries & Benefits	\$19,403	\$30,459	\$87,849	\$169,696
Travel Costs	9,223	11,663	8,164	21,019
Rent	1,870	3,090	8,491	25,107
Total Operating Expenses	38,925	63,714	142,854	283,549

I am convinced that C.A.U.T. members receive excellent service from the Association in return for the very modest annual membership fee. I am equally convinced that a substantial increase in revenues is necessary if C.A.U.T. is properly to serve the expanding Canadian university community. When the annual fee is compared with that levied by other Canadian professional associations, the modesty of its size is striking. Even with the increase to \$14 per annum, the C.A.U.T. membership fee is less than that of any other Canadian professional association having a permanent staff, and substantially less. I am confident that all C.A.U.T. members will support the present fee increase and thereby assist our Association in continuing to expand and improve the services rendered the members.

REPORT ON THE WORK OF THE NATIONAL OFFICE BY THE EXECUTIVE SECRETARY

When the report of the Treasurer was before the Council in June, the suggestion was made "that the national office should prepare a statement of the work being done by C.A.U.T. and a statement showing fees that are charged by other organizations, in order to explain the need for the fee increase". The following statement is intended to meet that suggestion, supplementing the foregoing one by the Association Treasurer. I have prepared it on the basis of my first six months in the post of Executive Secretary; it follows that it may at some points be incomplete or imprecise. Still, I have no hesitation in saying that the National Office is getting a quantity of work done on behalf of Canadian university teachers that is out of all proportion to the staff, space, and equipment involved.

The functions of the National Office are of two kinds: those that are concerned with the internal operation of the Association and those that are concerned with its external relations.

In the first category are these:

- a) To serve in general as a clearing-house of information of all kinds concerning the profession of the university teacher in Canada—the collection, collation, analysis and dissemination of information about salaries, pensions, other fringe benefits, teaching-loads, university government, etc.
- b) To keep in touch with the regular and special committees of the Association and assist them in whatever ways may be possible—the mimeographing and distribution of questionnaires and the collection of replies to them, for example; the editing, duplicating, and distribution of reports; the collection of data; the provision of advice about procedure, personnel, and methods.
- c) To assist the editor of the *Bulletin* in the collection of material and to provide the information necessary for *Bulletin* distribution; so also as regards the *Newsletter*.
- d) To maintain contact with the various local Associations that make up the C.A.U.T., to stand ready to assist them when they require

it, and to keep them informed of activities in individual Associations which may be of special interest to others.

- e) To collect the annual dues and attend to the financial affairs of the Association.
- f) To make arrangements for meetings of the Council, the Executive and Finance Committee, the general membership, and any special committees that may require this service.
- g) To keep the minutes of the Council and the Executive and Finance Committee and all other records of the Association.
- h) To serve as secretariat for the University Government Study.
- i) To serve as the collection agency for the J. H. Stewart Reid Memorial Trust Fund.

In the second category are these:

- a) To represent the university teachers of Canada in the nation and the world by maintaining liaison with other bodies concerned with higher education, exchanging information, providing representation at conferences and meetings, and making the views and policies of the Association known in whatever ways are open. Some of the groups with which contact is maintained fruitfully are:
 - 1. I.A.U.P.L. (International)
 - 2. A.A.U.P. (U.S.A.)
 - 3. A.U.T. (Great Britain)
 - 4. F.A.U.S.A. (Australia)
 - 5. N.C.C.U.C./C.U.F.
 - 6. W.U.S.C.
 - 7. C.T.F.
 - 8. C.U.S.O.
- b) To maintain up-to-date information, in so far as this is possible, about all aspects of the profession of university teaching in Canada, and to make that information available to such organizations as those listed above, to university administrators, political leaders, and so on.
- c) In general, to watch over, promote, and protect the professional well-being and interests of Canadian university teachers and of

higher education by such activities as dealing with threats to academic freedom, by direct approach or through the A. F. and T. Committee; providing information for the press; assisting the movement of university teachers by advertising employment opportunities and availability; making representations to governments or their officials.

In order to carry out these varied functions the Association has had an Executive Secretary, with a National Office staff comprising the Research Assistant, the Assistant Secretary, and one additional part-time member. Since November 1st, this staff has been increased by one clerk-typist. Obviously, it is not possible to relate in detail how this staff carries out from day to day the program of the Association. On the other hand, it may be useful to list some of the activities of the Executive Secretary in the *four* months preceding the writing of this report, if the point is kept in mind that they represent the work of the National Office team, rather than of an individual.

1. Editing of the report on Year-round Operations.
2. Arrangements for preparation of brief to the Fowler Committee on Broadcasting, and editing of it.
3. Travels to the following institutions and meetings with their local associations or executives, or other representatives:

Université de Sherbrooke
Ecole Polytechnique, Montreal
University of Windsor
Dalhousie University
St. Mary's University
Nova Scotia Technical College
Mount Saint Vincent College
Acadia University
Mount Allison University
University of New Brunswick
St. Thomas University
Royal Military College
University of Ottawa

4. Representation at the annual meeting of the Canadian Teachers' Federation.
5. Representation at annual meeting of N.C.C.U.C./C.U.F.
6. Participation in meetings of C.A.U.T. committees, etc., as follows:
 - Chairmen of A.F. & T. and F.A.R. Committees
 - Executive and Finance Committee
 - Joint meeting of C.A.U.T. and C.U.F. representatives
 - O.C.U.F.A.
7. Arrangement of C.A.U.T. representation at meetings as follows:
 - McGill Conference on Educational Finance
 - C.U.F. Committee on University Finance
 - W.U.S.C. annual meeting
 - C.U.S.O. annual meeting
 - C.S.O.S.T. meeting
 - C.U.S. annual meeting
 - Technical Committee on Health Education (Department of National Health and Welfare)
 - I.A.U.P.L. annual meeting

The proposal to increase the annual fee from ten to fourteen dollars arises strictly from our need of adding to the resources required—national office staff and facilities, travel funds, publishing costs—to carry on our work. The figures can easily be made to look modest—even ludicrous—by comparing them with the fees charged by other professional associations, as Stewart Reid did in the Editorial which appeared in the *Bulletin* last December. Several of the fees that he quoted have since been revised upward. The essential argument for the fee increase is not in such comparisons, however. It is in the work done, and the work to be done.

R.C.M.P. ACTIVITIES ON UNIVERSITY CAMPUSES

by F. Carrothers*

Members of the Association will recall that for a number of years the Association has been seeking to determine the policy of the Government of Canada respecting Royal Canadian Mounted Police surveillance of activities at Canadian universities and colleges and has sought to induce the Government to adopt a policy respecting surveillance and action taken on such reports consistent with principles of academic freedom. Representatives of the Association have conferred from time to time with members of the Cabinet of the present and preceding governments. The purpose of this note is to draw the the attention of members of the Association to recent statements in the House of Commons and to implications of those statements for academic freedom.

A meeting was held on July 31st, 1963, between Prime Minister Pearson, the Minister of Justice, Mr. Chevrier, Professor J. H. S. Reid, Executive Secretary of C.A.U.T., and Professor Bora Laskin, then Vice-President of C.A.U.T. Subsequently, on October 25th, 1963, the Prime Minister spoke before the House in Committee of Supply on the estimates of the Department of Justice. The Prime Minister stated in part:

If our security policies ignored, or did not take sufficiently into account, the basic rights of the individual, they could operate not to defend but to destroy the liberties which are our first concern . . . There is no solution that does not entail some risks, risks of security or risks to individual rights, or risks to both.

The Prime Minister then referred to procedures for review of decisions relating to the "security risk" of civil servants and stated:

After careful consideration the government has come to the conclusion that the essential advantages of these procedures can be achieved within our system by requiring all departments and agencies of government to do two things which they have not previously been required to do. The first of the new requirements is to inform the person involved when his security or reliability is in doubt and may have to

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involve his dismissal. Employing departments and agencies will in future be required to tell an employee everything that is possible of the reasons for the doubt, if there is a doubt, and to give him an opportunity to resolve that doubt. This practice has been followed in several departments and agencies of the government for many years, and often with good results, but it has not been mandatory. There will, of course, Mr. Chairman, be cases, which I think will be few in number, in which the sources of the information giving rise to doubt are such that little or nothing can be told the employee of the reasons for doubt without jeopardizing the sources from which the information comes. In these cases, which will, I repeat, be few in number, there will be an added responsibility to exercise the greatest care to ensure that the employee does not suffer unfairly.

The second new requirement is to ensure that a second look is always taken by a separate body before dismissal is finally decided upon. Once the individual it told of security doubts he will have the opportunity to give his side of the case. The employing agency will consider it, consult the staff of the government security panel, and arrive at a conclusion. It may be to accept the person as reliable, in which case no problem arises. It may be to transfer him to less sensitive employment, as has been the case certainly more than once in the past, where he would not have access to secret and confidential material. But if it is that his dismissal must be recommended, the individual will be given a second hearing, this time by the deputy minister or head of the agency. If that interview does not resolve the doubts, and if the agency head agrees with the view that dismissal is necessary, the whole case and the relevant information, including anything that the employee himself has submitted, will be submitted to a board of review . . .

The board of review will provide its views on each case where dismissal is recommended. It will then be for the responsible minister, in the light of all the information and study, to decide whether or not to recommend dismissal to the governor in council.

The Prime Minister was followed by the Minister of Justice, who stated, *inter alia*, that the Royal Canadian Mounted Police "make no comment . . . give no opinion and come to no conclusions to be drawn from the information which they provide . . .", and that:

. . . In carrying out their investigative and fact-finding functions in this difficult field, the Royal Canadian Mounted Police do not act upon their own initiative but rather upon instructions from the Government of Canada.

On October 29th, 1963, in response to a question by David Orlikow (Winnipeg North) the Prime Minister stated that:

The changes in the regulations as such would not, as I understand them, apply to the problem of the universities that has been in the minds of some hon. members concerning activities on the university campus. We have discussed this special problem with representatives of the universities, and we hope to meet them again next week to discuss with them the new regulations and any matters arising out of them which would concern the universities.

Another meeting was held on November 15, 1963, between representatives of C.A.U.T., the present government, and the Commissioner of the R.C.M.P. Members of the Association are referred to the report of this meeting published in the October *Bulletin*.

On May 7, 1964, Mr. Orlikow asked whether the new procedure had been established, whether government employees had been informed of it, and whether a copy of the policy would be tabled in the House. The answer was given that it is not customary to send such directives to employees or table a copy in the House. On June 3, 1964, Mr. Orlikow again raised questions relating to a possible investigation of R.C.M.P. activities, to informing persons denied security clearance and to the establishment of an appeal tribunal. The Prime Minister's response in effect referred the questioner to the Prime Minister's statement of October 25th, 1963. Again, on June 24th, 1964, Mr. Stanley Knowles, on behalf of Mr. Orlikow, requested a copy of directives issued during the past year regarding security procedures and investigations, and the Prime Minister again referred to the statement of October 25th, 1963, and declined to release the directive for security reasons. Mr. Orlikow renewed his request on July 2nd, 1964, advocating that a person whose security clearance is to be lifted should be told so, be given reasons, and be given an opportunity to make a defence before an independent semi-judicial review committee. The Minister of Justice, Mr. Favreau, reiterated the government's decision not to release the directive in the public interest. Mr. T. C. Douglas responded that an accused person should have the right to face his accusers, and restated the request for a quasi-judicial review board. The Parliamentary Secretary to the Minister of Justice, Mr. D. S. MacDonald, responded that the directive contained matters which for security reasons should not be released. On the continuation of the debate on July 9th, 1964, Mr. Macdonald rejected Mr. Douglas' view that in security matters the accused should be allowed to face his accusers. He concluded:

In closing, Mr. Speaker, I would like to set out in point form the procedure which will be followed and which has been followed in connection with these security procedures since the Prime Minister's announcement last fall. First, where an employee is in the situation that his reliability has been put in doubt, he has the right to be told that his reliability is subject to doubt and he has the right to learn, so far as it is possible from a security standpoint, the reasons for such doubt. Second, he will have the opportunity to give his side of the particular case, to frame his own case, in respect of the allegations which are made against him. Third, he will be entitled to a second hearing by the head of the agency which is responsible for his work, and if the decision remains unfavourable, the case will be submitted to a board of review made up of senior civil servants who have not been previously directly involved in the particular case.

In response to a question he stated:

This has been more eloquently stated by the Prime Minister, Mr. Speaker; but I would point out to the hon. member that he will have the right to appear before this particular board and put his best case forward. It is also my understanding that he will have the benefit of counsel in defending himself in what is essentially not a legal proceeding but one in which considerations of a legal character may arise.

This latter assertion was retracted on September 17th, 1964:

... it has come to my attention that it is the British practice which is to be followed here, and there will be no right to appear personally or with counsel. The function of the review board is merely to review the file that already exists.

Members of the Association will be interested in two features of the developments as recorded in the debates. First, the appeal machinery lacks basic safeguards to individual civil rights; in nature it is not quasi-judicial but administrative, and cannot be looked to to catch or correct error or injustice as a quasi-judicial proceeding should. Second, the machinery applies only to the government service; it does not relate to R.C.M.P. surveillance of activities at Canadian universities and colleges or to the use which may be made of R.C.M.P. reports. For example, scientists on university faculties who may require access to confidential information to engage in their research or who may wish to attend scientific meetings at which classified information may be discussed do not come within the terms of the directive debated in the House and therefore are not guaranteed even the minimal protection of review which the directive apparently encompasses should security clearance be lifted or denied.

PRELIMINARY REPORT OF THE SALARY COMMITTEE

Average salaries by ranks for the universities for which information is now available, are shown in Table 1. The increases in the averages since last year are shown in Table 2. For the major universities, the modal increase in overall average salary was between \$400 and \$600. Striking exceptions were the University of Alberta with an increase of over \$1,000, and the University of Western Ontario with an increase of less than \$100. The smaller universities tended to have lower increases in the overall average salary than the leading universities, so that the differences in salary level do not seem to have decreased.

In almost half the cases, increases in average salary for instructors (the rank below assistant professor) were higher than for assistant professors. This trend would appear to be an adjustment to the pressures of an increasingly tight labour market.

Salaries by Age

As we have pointed out in previous reports, it is not possible to judge the competitive position of different universities, unless salaries are standardized for age or years of experience. In academic life, as in professions, salary varies with experience, and the ability of a university to attract personnel of high quality, is related to the salary it can offer for a given level of experience. This is not indicated by the overall average salary, nor by average salary for each rank. The latter figures are inadequate, since universities differ in the standards used in relating rank to experience.

In judging the competitive position of academic salaries as a whole, it is equally necessary to standardize for experience, since no conclusive comparisons with salaries of other professional groups can be made unless this is done.

The statistics collected by the Dominion Bureau of Statistics include both age and date of degrees for faculty members. Salary can therefore be tabulated against both age and "years since first degree". Last year we suggested that "years since first degree" was the best available rough index of "experience". It was pointed out, however, that there are very wide differences in the interpretation of the educational level implied by the first degree at different universities,

TABLE 1
Average Salaries at Some Major Universities
1964/65

(\$ thousands)

University	Department Heads	Other Full Professors	Associate Professors	Assistant Professors	Instructors ^a	Overall Average ^c
U.B.C.	16.0	13.7	10.6	8.4	6.9	9.9
Alberta	15.0	13.9	11.3	8.7	6.7	10.7
Saskatchewan	.....	.....	.....	.....	.....	.....
Manitoba	14.8	13.5	10.9	8.3	6.7	10.0
Western	14.8	13.1	10.2	8.3	7.0	9.9
McMaster	15.1	14.0	10.4	8.4	6.9	10.1
Toronto	18.1	14.7	10.9	8.6	7.0	10.8
Queen's	15.8	14.1	10.6	8.6	6.8	10.4
McGill	15.4	14.1	11.0	8.5	6.6	10.3
Montreal	.....	.....	.....	.....	.....	.....
Laval	.....	.....	.....	.....	.....	.....
Dalhousie	12.7	12.8	10.0	8.0	6.5	9.7
Victoria, B.C.	14.4	13.5	10.0	8.0	7.0	8.6
Guelph	13.6	12.5	10.5	8.4	6.5	9.9
Waterloo	13.9	12.9	10.4	8.3	6.7	9.5
Windsor	13.5	12.5	10.6	8.5	7.2	9.3
York	15.5	(14.2) ^d	10.9	8.0	6.7	9.4
R.M.C.	14.8	14.4	11.0	8.7	6.9	9.7
Carleton	.....	12.9	10.8	8.2	7.0	9.6
Ottawa	13.5	11.9	9.8	8.2	6.5	9.1
Sir G. Williams	13.5	(13.5) ^d	10.3	8.1	6.9	9.0
New Brunswick	12.4	11.9	9.5	7.8	6.1	9.0
Mt. Allison	10.6	10.2	8.9	7.3	6.1	7.8
Memorial	11.9	11.1	9.5	7.9	6.7	8.5
United College ^e	.....	12.1	9.1	7.1	6.0	7.9
St. John's Coll.	.....	..	8.4	7.2	5.9	7.3
St. Paul's Coll.	.....	.....	.....	7.9	6.5	8.1
Brandon Coll.	11.5	.....	9.8	8.3	6.7	8.9
Brandon Coll.	.....	.....	9.5	7.8	6.7	8.2
Lutheran U.	.....	.....	9.9	8.0	7.0	8.0
Waterloo Lutheran	11.4	11.2	9.4	7.8	6.1	8.5
Loyola College	.....	.....	9.8	7.9	6.4	8.3
Bishop's U.	13.1	n.a.	10.3	7.8	7.1	9.6
St. Mary's U.	.....	.....	9.2	7.1	5.8	8.0
St. F. Xavier U.	11.2 ^f	n.a.	9.2	7.4	6.1	7.9
N.S. Tech. Coll.	.....	12.2	9.8	7.9	6.7	8.8

^a Rank immediately below Assistant Professor. Designation varies.

^c Includes deans.

^d Estimated.

^e Calendar year 1964.

^f Includes the dean.

TABLE 2

Changes in Average Salary 1963-64 - 1964-65

University	Department Heads	Other Full Professors	Associate Professors	Assistant Professors	Instructors ^a	Average Overall ^b
U.B.C.	688	743	556	388	414 ^f	463
Alberta	1327	1048	968	825	c	1056
Saskatchewan	....	....	....	....	....	....
Manitoba	919	735	601	391	492	613
Western	500	642	314	184	c	24
McMaster	....	....	....	....	....	....
Toronto	951	615	401	369	c	546
Queen's	....	....	....	....	....	....
McGill	182	413	509	281	228	462
Montreal	....	....	....	....	....	....
Laval	....	....	....	....	....	....
Dalhousie	....	....	....	....	....	....
Victoria, B.C.	1360	1134	528	89	c	534
Guelph	(214)	(12)	96	76	c	(25)
Waterloo	978	862	381	237	319	435
Windsor	534	....	561	460	593	517
York	438	....	214	239	370	(299)
R.M.C.	....	....	....	....	....	....
Carleton	....	667 ^d	773	387	437	474
Ottawa	1144	776	98	182	161	276
Sir G. Williams	....	700 ^d	348	282	c	204
N. Brunswick	480	510	267	212	51	229
Mt. Allison	405	600	540	223	197	411
United Coll.	n.a.	775 ^d	440	(114)	104	466
St. John's Coll. (Man.)	n.a.	n.a.	425	350	586	328
St. Paul's Coll.	n.a.	n.a.	n.a.	266	n.a.	131
Brandon Coll.	n.a.	217 ^d	275	562	284	414
Memorial	....	....	....	....	....	....
Lakehead Coll. of Arts	n.a.	n.a.	334	251	87	656
Laurentian U. of Sudbury	n.a.	n.a.	1271	386	c	427
Waterloo L. University	568	475 ^d	132	(163)	(182)	55
Loyola Coll.	....	774 ^d	467	138	39	405
Bishop's U.	1312	1300 ^d	925	754	552	450
St. Mary's U.	n.a.	n.a.	240	81	(62)	227
St. F. Xavier U.	892 ^e	921 ^{d e}	666	462	362	575
N.S. Tech. Coll.	n.a.	989 ^d	654	451	521	352

^a Rank immediately below Assistant Professor.^e Includes 1 dean.^b Includes dean.

n.a. Not available.

^c Data for calculation of increase not available.^f All instructors and lecturers.^d All Full Professors.

particularly when the English and French speaking universities are compared. We therefore now believe that a tabulation of salary against age provides the best consistent, rough and ready guide to the relation between salary and experience.

Two years ago a special tabulation of age by rank for individual universities was kindly provided by D.B.S. We have not had comparable data relating age to rank or salary for individual universities since that time. In our view this matter is so important that the Association should make every effort to urge D.B.S. to provide periodic information on age in relation to rank and salary, for individual universities. It may be necessary for the Association to offer to pay for the clerical or machine tabulation time involved.

As a start, it may be appropriate to suggest that information on average age for each rank as well as first and ninth decile age for each rank be provided for individual universities. This information could be obtained by machine tabulation in the spring or summer following the collection of returns, and would then be available for comparison with salary by rank in the subsequent fall. This would mean relating salary by rank for one year to age by rank for the preceding year, but experience has shown that the relation of average age to rank is very stable.

Comparison with Salaries in Other Professions

In last year's report we showed that for equivalent years of experience Canadian academic salaries were typically significantly lower than those for professional engineers, professional grades in the Civil Service, and high school teachers in Ontario. We cannot repeat this comparison for the current year since academic salaries by years of experience or age are not yet available. We can however, compare the *increases* in salaries since last year.

The medians of the increases in average salary shown in Table 2 are in the following ranges:

<i>Rank</i>	<i>Median Increase in Average</i>
Department Heads	\$700
Other full professors	700
Associate professors	500-600
Assistant professors	200-300
Instructors	300
Overall Average	400-500

The median salaries of professional engineers have increased as follows:

<i>"Experience Level"</i>	<i>Median years since first degree</i>	<i>Increase in Median salary</i>
A	1	\$190
B	4	180
C	10	340
D	14	360
E	16	480
F	20	780

In terms of typical years of experience "level E" is roughly equivalent to the rank of Associate Professor, and C to Assistant Professor, while F is intermediate between the Associate and Full Professor ranks. It appears that while university salaries have typically improved in relation to those of professional engineers at the lowest experience levels, there has been no significant change in the typical differentials for the higher levels, which ran in the thousands of dollars.

Judging by newspaper advertisements, the salary scale for Ontario high school teachers, Standard 4, appears to have risen by about \$300. Thus in relation to high school teachers the typical position of university instructors appears to have improved slightly, that of assistant professors deteriorated slightly, and that of higher ranks improved significantly.

Some typical salary increases since last year for professional grades in the Federal Civil Service are as follows:

<i>Classification</i>	<i>Increase in Floor of Salary Scale</i>
Economist 1, Solicitor 1, Engineer 1.	\$300.
" 2, " 2, " 2.	240.
" 3, " 3, " 3.	240.
" 4, " 4.	380.
" 5, " 5, " 6.	500.
" 6, " 6, " 7.	700.
" 7, " 7.	800.

In terms of typical years of experience an Economist 2 ranks lower than an average Lecturer or Instructor, while an Economist 5 ranks between the average Assistant and Associate Professors. It thus appears that on the average, increases in earnings of Instructors have been a little higher than those for equivalent positions in the Civil Service, while those for higher ranks have been about the same, and possibly a little lower.

Our figures suggest that on the whole the gap pointed out last year between academic salaries and those of other professions does not seem to have been reduced to any significant extent.

Principles of Salary Administration

For a number of years the Association has taken a stand on the matter of salary policy by proposing a national salary scale. This scale at present provides for floors of \$15,000, \$12,000, and \$9,000 respectively for the three major ranks. The Committee should now like to direct the attention of Council and members of the Association to the question of salary administration. Perhaps, after due consideration and discussion, the Association may wish to make a statement of policy on this matter.

At a very few universities in Canada, a system of regular salary increases within ranks is provided. At most universities, however, increases within a rank are said to be based entirely on "merit" or some equivalent criterion. In the Committee's view, such a policy leads to a great deal of inefficiency and actually establishes salary differentials that are not proportional to "merit" in any reasonable sense of the term.

Even a supremely efficient university administration would not be able to make correct judgments of "merit" that discriminate between individuals to the tune of \$100 or \$200. The relevant facts are too difficult to ascertain, the fields in which individuals operate are too different, and the criteria of merit are too multidimensional.

In fact, of course, no university has an efficient administrative machinery. Administrators at the various levels spend a great deal of time each year in evaluating performance and allocating the funds budgeted for salary increases. Nevertheless the pattern for salary increases that emerges is based only in part on the very imperfect evaluations of "merit" that can be made, and to a considerable extent on other factors. Among the most important of these is "marketability". A faculty member will get an increase if the university wishes to retain him in the face of offers from other universities. Marketability is of course not entirely unrelated to "merit". But in the "seller's market" which is now developing in the academic world, anyone who is not conspicuously incompetent can obtain offers from other universities, and in any case other factors are at last as important as merit in determining marketability. Offers are not obtained unless they are actively encouraged and the appearance, at least, of a willingness to move is created. The "merit" system therefore penalizes the

individual who sticks to his work instead of hunting around for offers, it penalizes the individual who for one reason or another cannot move from his region or university, and it penalizes attachment and loyalty to the university. While all these features are highly undesirable, the most deplorable consequence of the "merit" system is the disruptive effect of the need to constantly encourage and consider offers from other universities if a member of faculty does not wish to be left behind in the race for increases.

Most of the undesirable effects of the "merit" system can be avoided by having a system of normal annual increases. This is not inconsistent with the reward of cases of exceptional merit, which can be recognized without difficulty by the administrative apparatus, through special merit differentials of the order of, say \$500 or more. At the other end of the scale, cases of exceptional lack of merit can be dealt with by withholding the normal increment. Normal increments for the Full Professor rank might have to be limited to a fixed number of years.

Normal annual increments should be high enough to stabilize the salary level of a rank in the face of promotions and turnover, and to provide for a progression from floor to ceiling in a reasonable period of time. At present salary levels, a reasonable scale might be \$400 a year for Assistant Professors and Associate Professors, and perhaps \$500 a year for Full Professors, limited to a period of 10 years.

Salary Differentials Among Faculties

At most universities there are large salary differentials among faculties and departments, which have very little relation to the comparative merit of their respective staffs as defined by the usual criteria. The justification officially offered for this anomaly is that a university, if it is to attract and retain qualified people trained in the higher-paid professions, must compete with outside business or governmental employers, or independent professional practice, and must offer comparable rates of earnings. Professors who specialize in other disciplines, such as the Humanities, can be retained at lower rates of pay because universities provide virtually the only market for their services.

This is perhaps also an issue which the C.A.U.T. should take up, as the nation-wide organization representing the academic profession. Faculty members of any one university acting purely on their own, cannot hope to correct an anomalous salary structure that applies over the country as a whole.

It is a stated policy of the C.A.U.T. to achieve a level of academic salaries comparable to those of the better-paid professions, such as Law, Medicine and Engineering (and, to an increasing degree, the Civil Service). This cannot be achieved unless the Academic profession *as a whole* is recognized as a distinct group that is equally valuable to society and therefore entitled to equal status and financial rewards. As long as members of those disciplines peculiar to universities are paid substantially less than those identified with other professions, we are, in effect, tacitly accepting an inferior status for the academic profession as such.

The persistence of wide salary differentials tends to attract the more able and ambitious students into the higher paid disciplines that have outside markets and to discourage their entry into the lower paid fields that are confined to the academic market. These latter will thus face serious shortages of able and gifted personnel, and the quality of university education itself will decline. This process is already apparent in some cases.

It is an unfortunate consequence of the structure of our university government that no single university administration has any incentive to feel responsible for the quality and quantity of the long run supply of academic personnel to any discipline. In disciplines in which there is no outside competition, the only factor that can operate to raise salary levels is therefore competition *among* universities for the services of professionals who are currently in short supply.

The shortage of university staff that is now developing thus represents both a threat and an opportunity. In the short run, it will very probably not be possible to find enough new recruits with an adequate level of competence. On the other hand, the competition among universities can serve as a lever to bring salaries in the disciplines with no outside market up to more competitive levels. It is, therefore, of great importance that this competition among universities should not be inhibited by formal or informal gentlemanly arrangements among administrators or department heads.

The committee would suggest that local associations might do well to study inter-departmental salary differentials at their universities, and that they should be on guard against restrictive agreements among administrators.

Gideon Rosenbluth,
Chairman, Salary Committee.

U.B.C.
November 27th, 1964.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65

For several years the Dominion Bureau of Statistics has collected data on salaries of university teachers for several organizations, including D.B.S. itself. One of the organizations served has been the Canadian Association of University Teachers.

In an attempt to speed up the release of current salary data, it was decided this year that D.B.S. would print the information made available to the C.A.U.T. so that it could be available to university administrations, as well as to C.A.U.T. staff associations, somewhat earlier than in past years.

The institutions included in this report are those having C.A.U.T. local associations. Data for each institution were entered as soon as calculations made from the initial returns had been checked by the institutions submitting them. There has thus been no ranking of institutions.

An analysis of these data, as well as information for any institution with a C.A.U.T. local that is not included here, will be published in a later issue of the *Bulletin*. Data for 1963-64 appeared in the February, 1964 issue of the *Bulletin*, with some supplementary material in the April, 1964 issue.

The five figures given for each category are, in order shown:

- *Number* of staff
- *Floor* of official salary scale
- *10th percentile* (or 1st decile — 10 per cent of salaries are at or lower than this figure) — not calculated if less than 10 in the category
- *Average* (arithmetic mean) salary — not shown if less than 1 or 2
- *90th percentile* (or 9th decile — 10 per cent of salaries are at or higher than this figure) — not calculated if less than 10 in the category

Both the 10th and 90th percentiles were calculated from ungrouped data.

Data for deans are only given in the overall averages, if so indicated.

The interpretation of the symbols used is as follows:

... not calculated, or not available

— none

The institutions included are listed in the following order:

Page 2: St. John's College St. Paul's College St. Francis Xavier University	Page 7: Royal Military College (Kingston) The University of Western Ontario University of Victoria (B.C.) McGill University
Page 3: Brandon College United College University of Waterloo York University	Page 8: University of British Columbia Sir George Williams Uni- versity University of New Brunswick University of Toronto
Page 4: Lakehead College of Arts, Science, and Technology University of Guelph (in- cluding O.A.C., O.V.C., and Macdonald Institute) Loyola College University of Alberta (in- cluding Edmonton and Calgary campuses)	Page 9: Memorial University of Newfoundland University of Ottawa Carleton University
Page 5: Mount Allison University St. Mary's University Bishop's University	Page 10: Dalhousie University Queen's University McMaster University Université Laval
Page 6: Nova Scotia Technical College Laurentian University of Sudbury The University of Manitoba Waterloo Lutheran University	Page 11: Université de Sherbrooke Université de Montréal University of Saskatchewan

Prepared by: Higher Education Section, Education Division, Dominion Bureau of Statistics, Ottawa, Canada. November, 1964.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65
(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors			Associate Professors	Assistant Professors	The rank immediately below Assistant Professor	The ranks immediately below the preceding	Others (including visiting staff)	Overall Average	
	Dept. Heads, etc. who are full Profs. (1)	Other full Profs. (2)	All full Profs. (total of 1 & 2) (3)						Including Deans (9)	Excluding Deans (10)
St. John's College:										
Number in rank	—	—	—	3	9	6	—	1	—	—
Floor	—	10,000	10,000	8,400	7,000	5,400	—	—	—	—
10th percentile	—	—	—	—	—	—	—	—	—	—
Average	—	—	—	8,400	7,200	5,900	—	—	7,264	—
90th Percentile	—	—	—	—	—	—	—	—	—	—
St. Paul's College:										
Number in rank	1	—	1	2	7	3	—	—	—	—
Floor	—	10,500	10,500	8,700	7,000	5,500	—	—	—	—
10th percentile	—	—	—	—	—	—	—	—	—	—
Average	—	—	—	—	7,929	6,533	—	—	—	8,062
90th Percentile	—	—	—	—	—	—	—	—	—	—
St. Francis Xavier U.: ¹										
Number in rank	6 ²	2	8 ²	21	17	23	—	—	—	—
Floor	—	10,100	10,100	8,400	6,600	5,300	—	—	—	—
10th percentile	—	—	—	8,300	6,400	5,500	—	—	—	—
Average	11,192	—	11,063	9,152	7,354	6,070	—	—	7,908	—
90th Percentile	—	—	—	9,950	8,500	6,500	—	—	—	—

¹ All religious staff excluded.

² Includes one dean.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors			Associate Professors	Assistant Professors	The rank immediately below Assistant Professor	The ranks immediately below the preceding	Others (including visiting staff)	Overall Average	
	Dept. Heads, etc. who are full Profs.	Other full Profs.	All full Profs. (total of 1 & 2)						Including Deans	Excluding Deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Brandon College:										
Number in rank	6	—	6	12	20	9	—	—	—	—
Floor	—	11,000	11,000	9,000	7,000	5,500	—	—	—	—
10th percentile	—	—	—	9,000	7,250	—	—	—	—	—
Average	11,467	—	11,467	9,775	8,275	6,722	—	—	8,869	—
90th Percentile	—	—	—	10,900	9,000	—	—	—	—	—
United College: ^{3 4}										
Number in rank	7	1	8	9	15	19	—	—	—	—
Floor ⁵	11,300	11,300	11,300	9,000	7,000	5,500	—	—	—	—
10th percentile	—	—	—	—	7,000	5,500	—	—	—	—
Average	—	—	12,075	9,111	7,113	6,000	—	—	7,938	—
90th Percentile	—	—	—	—	7,500	6,500	—	—	—	—
University of Waterloo:										
Number in rank	13	20	33	56	89	37	—	—	—	—
Floor	13,100	12,500	12,500	9,500	7,400	5,800	—	—	—	—
10th percentile	13,100	12,500	12,500	9,500	7,400	5,970	—	—	—	—
Average	13,900	12,915	13,303	10,363	8,302	6,670	—	—	9,462	—
90th Percentile	15,000	14,000	14,140	11,240	9,000	7,300	—	—	—	—
York University:										
Number in rank	11	2	13	11	26	24	Instructor	—	—	—
Floor	—	13,000	13,000	9,500	7,500	6,000	1	—	—	—
10th percentile	13,500	—	13,470	9,500	7,500	6,000	—	—	—	—
Average	15,500	—	15,300	10,864	7,981	6,733	—	—	9,422	—
90th Percentile	—	—	—	12,450	9,000	7,260	—	—	—	—

³ Salaries of Theology staff omitted.

⁴ Salary increases are granted on January 1 of each year.

⁵ As of January, 1964.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors			Associate Professors	Assistant Professors	The rank immediately below Assistant Professor	The ranks immediately below the preceding	Others (including visiting staff)	Overall Average	
	Dept. Heads, etc. who are full Profs.	Other full Profs.	All full Profs. (total of 1 & 2)						Including Deans	Excluding Deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Lakehead College of Arts, Science, and Technology:										
Number in rank	1	1	2	7	8	14	—	—	—	—
Floor	12,000	12,000	12,000	9,000	7,500	6,000	—	—	—	—
10th percentile	.....	.....	.....	.....	.....	6,080	—	—	—	—
Average	.....	.....	.....	9,514	7,844	6,675	—	—	8,244	—
90th Percentile	.....	.....	.....	.....	.....	7,260	—	—	—	—
University of Guelph (including O.A.C., O.V.C., and Macdonald Institute)										
Number in rank	24	45	69	90	98	20	12	—	—	—
Floor	12,000	11,000	11,000	9,000	7,000	5,750	4,800	—	—	—
10th percentile	12,400	11,500	11,500	9,500	7,500	5,750	4,800	—	—	—
Average	13,604	12,511	12,891	10,483	8,381	6,460	5,425	—	9,906	—
90th Percentile	14,000	13,000	14,000	11,000	9,000	6,900	5,750	—	—	—
Loyola College:										
Number in rank	5	2	7	18	36	24	4	3	—	—
Floor	.....	12,000	12,000	9,150	7,125	5,700	—	—	—	—
10th percentile	.....	.....	.....	9,150	7,200	5,700	—	—	—	—
Average	.....	.....	13,307	9,800	7,901	6,398	4,750	9,333	8,298	—
90th Percentile	.....	.....	.....	11,200	8,826	7,000	.....	.....	.....	—
University of Alberta:										
Number in rank	63	66	129	316	315	29	10	5	—	—
Floor	13,250	13,000	13,000	10,000	7,500	none	none	—	—	—
10th percentile	13,750	13,000	13,000	10,100	7,750	5,300	.....	.....	.....	—
Average	14,957	13,854	14,393	11,317	8,711	6,666	6,542	10,740	10,663	—
90th Percentile	16,070	15,080	16,000	12,600	9,600	7,400	.....	.....	.....	—

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65
(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors				The rank immediately below the Assistant Professor	The ranks immediately below the preceding	Others (including visiting staff)	Overall Average	
	Dept. Heads, etc. who are full Profs.	Other full Profs.	All full Profs. (total of 1 & 2)					Including Deans	Excluding Deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9) (10)
Mount Allison University:									
Number in rank	17	3	20	10	26	30	2	—	—
Floor		10,000	10,000	8,500	6,500	5,000		—	—
10th percentile	10,270		10,100	8,500	6,680	5,500		—	—
Average	10,624	10,167	10,555	8,890	7,323	6,073		—	7,822
90th Percentile	11,000		11,000	9,500	8,240	6,800		—	—
St. Mary's University:⁶									
Number in rank	—	2	2	24	13	12	—	—	—
Floor		9,800	9,800	8,300	6,500	5,300		—	—
10th percentile	—			8,500	6,560	5,300		—	—
Average	—			9,213	7,092	5,792		—	8,038
90th Percentile	—			10,300	7,640	6,140		—	—
University of Windsor:									
Number in rank	7	4	11	50	60	33	—	4	—
Floor				No salary scales being used by the university at the present time					
10th percentile			12,500	9,800	7,700	6,350			
Average	13,514	12,500	13,145	10,582	8,485	7,200		9,125	9,348
90th Percentile			14,480	12,000	9,400	8,280			
Bishop's University:									
Number in rank	8	2	10	8	9	14	—	—	—
Floor		12,000	12,000	9,500	7,300	6,600		—	—
10th percentile	12,450		12,000			6,650		—	—
Average	13,075		12,955	10,269	7,817	7,096		—	9,650
90th Percentile			13,450			7,400		—	—

⁶ Religious staff paid on a scale less than that applying to lay staff are omitted.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors			Associate Professors	Assistant Professors	The rank immediately below Assistant Professor	The ranks immediately below the preceding	Others (including visiting staff)	Overall Average	
	Dept. Heads, etc. who are full Profs.	Other full Profs.	All full Profs. (total of 1 & 2)						Including Deans	Excluding Deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Nova Scotia Technical College:										
Number in rank	5	1	6	7	24	4	—	—	—	—
Floor	10,750	10,750	10,750	8,500	6,500	5,000	—	—	—	—
10th percentile	.....	.....	.....	.....	7,250	.....	—	—	—	—
Average	.....	.....	12,208	9,821	7,919	6,688	—	—	.....	8,751
90th Percentile	.....	.....	.....	.....	8,500	.....	—	—	.....	.....
Laurentian University of Sudbury: ⁷										
Number in rank	2	—	2	4	22	15	3	—	—	—
Floor	12,000	11,000	11,000	8,500	7,500	6,500	5,500	—	—	—
10th percentile	.....	.....	.....	.....	7,500	6,500	.....	—	—	—
Average	.....	.....	.....	9,938	7,982	7,017	5,667	—	8,002	.....
90th Percentile	.....	.....	.....	.....	8,500	7,750	.....	—	.....	.....
The University of Manitoba:										
Number in rank	48	25	73	130	141	82	—	—	—	—
Floor	.....	13,000	13,000	9,500	7,500	.....	—	—	—	—
10th percentile	.....	13,000	13,000	9,500	7,500	6,000	.....	—	—	—
Average	.....	13,492	14,371	10,852	8,334	6,707	.....	—	9,977	.....
90th Percentile	.....	14,300	16,600	12,200	9,100	7,300	.....	—	.....	.....
Waterloo Lutheran University:										
Number in rank	8	3	11	17	19	20	1	.....	.....	.....
Floor	.....	10,350	10,350	8,750	7,050	5,550	.....	.....	.....	.....
10th percentile	.....	.....	10,750	8,750	7,050	5,550	.....	.....	.....	.....
Average	.....	.....	11,314	9,559	7,787	6,143	.....	.....	8,454	.....
90th Percentile	.....	11,150	12,130	9,900	9,150	7,300	.....	.....	.....	.....

⁷ Excludes two full professors who are Jesuits.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65 (Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors				Associate Professors	Assistant Professors	The rank immediately below the Assistant Professor (6)	The ranks immediately below the preceding (7)	Others (including visiting staff) (8)	Overall Average	
	Dept. Heads, etc. who are full Profs. (1)	Other full Profs. (2)	All full Profs. (total of 1 & 2) (3)		(4)	(5)	(6)	(7)	(8)	Including Deans (9)	Excluding Deans (10)
Royal Military College (Kingston):											
Number in rank	3	8	11	19	13		30	—	—		
Floor	12,500	12,000	12,000	9,000	7,320		5,400	—	—		
10th percentile			13,075	9,840	7,760		6,000	—	—		
Average	14,800	14,256	14,405	11,029	8,732		6,852	—	—	9,749	
90th Percentile			16,000	12,000	9,480		7,680	—	—		
The University of Western Ontario:											
Number in rank	37	51	88	87	131		48	29	—		
Floor	12,000	12,000	12,000	9,000	7,500		6,500	5,500	—		
10th percentile	12,500	12,000	12,000	9,000	7,500		6,500	5,500	—		
Average	14,843	13,060	13,810	10,227	8,317		6,958	5,997	—	9,891	
90th Percentile	16,600	14,800	16,000	11,600	9,300		7,500	6,400	—		
University of Victoria (B.C.):											
Number in rank	11	3	14	41	52		31	17	6		
Floor	12,000	12,000	12,000	9,000	7,000		5,500				
10th percentile	13,230		13,200	9,300	7,000		5,610	4,850			
Average	14,382	13,467	14,114	9,985	7,994		7,010	5,418	7,300	8,644	
90th Percentile	15,500		15,500	10,980	8,980		8,990	6,030			
McGill University:											
Number in rank	58	88	146	206	224		128	—	8		
Floor		13,000	13,000	10,000	7,500		6,250	—			
10th percentile	13,000	13,000	13,000	10,000	7,500		6,250	—			
Average	15,421	14,072	14,608	10,971	8,454		6,641	—	12,400	10,290	
90th Percentile	20,000	16,100	18,500	13,000	10,000		7,500	—			

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65

(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors			Associate Professors	Assistant Professors	The rank immediately below Assistant Professor (6)	The ranks immediately below the preceding (7)	Others (including visiting staff) (8)	Overall Average	
	Dept. Heads, etc. who are full Profs. (1)	Other full Profs. (2)	All full Profs. (total of 1 & 2) (3)						Including Deans (9)	Excluding Deans (10)
University of British Columbia:										
Number in rank	53	123	176	240	336	97	105	—		
Floor	12,000	12,000	12,000	9,000	7,000	5,500	none	—		
10th percentile	14,000	12,500	12,500	9,500	7,500	6,000	4,600	—		
Average	16,008	13,724	14,412	10,564	8,397	6,876	6,596	—	9,864	
90th Percentile	18,000	15,100	16,800	12,400	9,500	8,100	8,900	—		
Sir George Williams University:										
Number in rank	12	1	13	19	64	16	6	2		
Floor	12,300	12,300	12,300	9,000	6,800	6,000	—			
10th percentile	12,300		12,300	9,000	7,000	6,180	—			
Average	13,475		13,492	10,279	8,138	6,931	6,000		8,933	
90th Percentile	14,200		14,200	12,100	9,500	7,640	—			
University of New Brunswick:										
Number in rank	15	20	35	49	63	32	2	1		
Floor		10,800	10,800	8,700	6,700	none	—			
10th percentile	11,750	10,800	11,000	8,700	7,000	4,500	—			
Average	12,420	11,945	12,149	9,533	7,770	6,036	—		8,989	
90th Percentile	13,600	12,500	12,750	10,710	8,700	7,000	—			
University of Toronto:										
Number in rank	53	206	259	239	243	146	51	11		
Floor	13,000	13,000	13,000	9,500	7,500	6,000	none		7,500	
10th percentile	15,500	13,000	13,000	9,500	7,750	6,030	4,000		10,564	10,819
Average	18,103	14,699	15,595	10,926	8,630	6,971	5,180		10,564	
90th Percentile	21,800	16,400	18,000	12,100	9,600	7,870	6,300		15,000	

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65 (Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors			Associate Professors	Assistant Professors	The rank immediately below Assistant Professor (6)	The ranks immediately below the preceding (7)	Others (including visiting staff) (8)	Overall Average	
	Dept. Heads, etc. who are full Profs. (1)	Other full Profs. (2)	All full Profs. (total of 1 & 2) (3)						Including Deans (9)	Excluding Deans (10)
Memorial University of Newfoundland:										
Number in rank	7	10	17	25	50	5	25	—		
Floor	11,500	11,000	11,000	9,000	7,500	6,000	6,000	—		
10th percentile		11,000	11,000	9,000	7,500	6,000	5,600	—		
Average	11,929	11,050	11,412	9,456	7,910	6,720	6,356	—	8,483	
90th Percentile		11,500	12,500	10,500	8,800	7,000	7,000	—		
University of Ottawa:										
Number in rank	24	18	12	64	66	75	—	—		
Floor	11,500	11,000	11,000	9,000	7,000	5,500	—	—		
10th percentile	11,520	10,560	11,000	8,960	7,200	5,450	—	—		
Average	13,503	11,889	12,811	9,767	8,198	6,455	—	—	9,055	
90th Percentile	15,800	15,000	14,915	10,800	9,000	7,600	—	—		
Carleton University:										
Number in rank			19	45	56	24	—	1		
Floor			12,000	9,500	7,500	none	—			
10th percentile			12,000	9,700	7,500	6,440	—			
Average			12,889	10,796	8,227	7,055	—		9,595	
90th Percentile			14,280	12,150	9,040	7,760	—			

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65
(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors			Associate Professors	Assistant Professors	The rank immediately below Professor	The ranks immediately below preceding	Others (including visiting staff)	Overall Average	
	Dept. Heads, etc. who are full Profs.	Other full Profs.	All full Profs. (total of 1 & 2)						Including Deans	Excluding Deans
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Dalhousie University										
Number in rank	23	25	48	36	79	18	—	—	—	—
Floor		10,500	10,500	8,500	6,500	4,500	—	—	—	—
10th Percentile	11,500	11,250	11,250	8,650	6,500	5,450	—	—	—	—
Average	12,717	12,770	12,745	9,972	7,958	6,472	—	—	9,651	—
90th Percentile	15,700	15,250	15,100	12,100	10,000	8,400	—	—	—	—
Queen's University										
Number in rank	34	49	83	86	122	43	11	—	—	—
Floor	13,000	13,000	13,000	9,500	7,500	6,000	—	—	—	—
10th Percentile	13,200	13,000	13,000	9,500	7,500	5,860	—	—	—	—
Average	15,754	14,072	14,761	10,647	8,639	6,770	4,773	—	10,409	—
90th Percentile	19,280	15,190	17,000	12,000	10,400	7,370	—	—	—	—
McMaster University										
Number in rank	15	34	49	60	78	27	9	—	—	—
Floor	13,300	13,000	13,000	9,500	7,500	6,000	—	—	—	—
10th Percentile	13,525	13,000	13,000	9,500	7,660	6,315	—	—	—	—
Average	15,102	13,987	14,328	10,428	8,367	6,912	6,237	—	10,130	—
90th Percentile	17,025	15,425	16,415	11,600	9,170	7,575	—	—	—	—
Université Laval ⁹				<i>Agrégés</i>	<i>Adjoints</i>	<i>Assistants</i>				
Number in rank			114	85	118	96	—	—	—	—
Floor		13,200	13,200	9,900	7,700	6,500	—	—	—	—
10th Percentile			13,080	10,000	8,160	5,760	—	—	—	—
Average			14,067	11,168	9,489	7,816	—	—	10,833	—
90th Percentile			15,200	12,500	11,000	10,000	—	—	—	—

⁹ As reported in June, 1964. ⁹ Excludes part-time staff, and religious staff paid on a scale less than that applying to lay staff.

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1964-65 (Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed in September 1964)

Institution	Full Professors				Associate Professors	Assistant Professors	The rank immediately below the Assistant Professor (6)	The ranks immediately below the preceding (7)	Others (including visiting staff) (8)	Overall Average Including Deans Excluding Deans (10)
	Dept. Heads, etc. who are full Profs. (1)	Other full Profs. (2)	All full Profs. (total of 1 & 2) (3)							
Université de Sherbrooke:										
Number in rank	1	—	1							
Floor		12,400	12,400	8	66	40	11	—	—	
10th percentile				10,100	7,500	6,100	6,100	—	—	
Average				11,413	8,100	6,700	6,400	—	—	
90th percentile					9,106	8,185	6,945	—	—	8,989
					10,500	9,800	7,840	—	—	
Université de Montréal:										
Number in rank	27	34	31	83	117	86	31	9		
Floor		13,000	13,000	10,000	7,500	6,000	5,000	—	—	
10th percentile	13,245	13,000	13,000	10,090	7,800	6,300	5,000			
Average	15,894	14,482	15,107	11,883	9,281	7,278	5,966	10,672		10,228
90th percentile	20,000	17,800	18,900	13,400	11,800	8,700	7,740			
University of Saskatchewan:										
a) Including Clinical Medical Staff:										
Number in rank			92	135	168	49	87	1		
Floor			13,000	10,000	7,500	6,000	5,500			
10th percentile			13,200	10,000	7,700	6,700	6,000			
Average			15,740	11,466	9,101	8,661	6,883			10,637
90th percentile			23,700	12,500	9,800	14,775	7,860			
b) Excluding Clinical Medical Staff:										
Number in rank			76	127	158	36	87	1		
Floor			13,000	10,000	7,500	6,000	5,500			
10th percentile			13,200	10,000	7,700	6,620	6,000			
Average			14,001	11,001	8,752	7,372	6,883			9,912
90th percentile			15,200	12,200	9,700	8,400	7,860			

COMMONWEALTH UNIVERSITIES YEARBOOK, 1964

Published by the Association of Commonwealth Universities, 36 Gordon Square,
London W.C. 1, £5/5/- plus mailing costs.

A REVIEW

The *Commonwealth Universities Yearbook* is one of three complementary directories that are published annually in English by official academic organizations and between them, as the Preface says, "cover the universities of all the countries in the world". The others are *American Universities and Colleges* and the *International Handbook of Universities and other Institutions of Higher Education*. Since an attempt is made to list all members of all departments of all universities, it follows that a very large proportion of the nearly two thousand pages in the *Yearbook* are taken up with names of teachers, with their degrees and designations. It is not surprising that in the present period of swift expansion and much movement the information that has been gathered is not up-to-date at every point. Without being so ungenerous as to quote the beginning of Dr. Johnson's comment on preaching women, one may quote the ending: "You are surprised to find it done at all."

Moreover, in the main it is done very well. In offices where the question arises with ever more frantic frequency, where to write whom about what, the *Yearbook* (so far as Commonwealth universities are concerned) is an indispensable aid.

It is much more than a directory of officers and staff, however. At the beginning of each major division of the book, there is an informative general article about the universities of the country with which the division is concerned. (The article on Canadian universities was written by Colin M. McDougall, Registrar of McGill University.) The section devoted to each university provides in abbreviated form a surprising amount of information about the constitution, endowments, libraries, residence facilities, fees, and so on. At the end of the book are several appendices, in the first two of which the universities of the Republic of Ireland and of the Union of South Africa, being no longer in the Commonwealth, are given a sort of apartheid treatment. The largest of the appendices deals with the details of university admission requirements in the Commonwealth countries.

Thus the *Yearbook* is, as a reference book should be, not merely useful but interesting and inviting. Readers of the *Bulletin* who examine it will discover at once that it stimulates the pursuit of com-

parisons. If they look for helpful figures to pass on to their salary committees they will look in vain. Yet they may note some other matters. For example, it is evidently taken for granted at every university in Australia, including Tasmania, that a university teacher should be given a year's study leave on full salary at the end of six years of service. Unless one of the very new ones not listed in the *Yearbook* does so, not a single Canadian administration comes within field-goal distance of such an admission.

J. PERCY SMITH

ANNOUNCEMENTS

C.A.U.T. FLIGHTS TO ENGLAND, SUMMER 1965

GROUP #1: June 9—Toronto/Montreal/Prestwick/London
Aug. 18—London/Montreal/Toronto

GROUP #2: June 22—Toronto/Montreal/Halifax/Prestwick/London
Sept. 7—London/Prestwick/Halifax/Montreal/Toronto

GROUP #3: July 14—Toronto/Montreal/Prestwick/London
Aug. 19—London/Manchester/Prestwick/Montreal/Tor.

Round trip Fare: Adult - \$368.70; children - (2-11 years) \$184.35

Landing points and dates subject to Air Canada summer schedules.

Eligible: Any member of C.A.U.T. (OF AT LEAST SIX MONTHS STANDING PRIOR TO TRAVEL DATE) and dependent family if accompanied by the member.

IF YOU ARE INTERESTED IN A SUMMER FLIGHT TO ENGLAND, PLEASE REGISTER NOW, DIRECTLY WITH:

FINLAY TRAVEL LTD., 160 BLOOR STREET EAST, TORONTO 5.

C.U.F. Lists of Academic Vacancies

Part I: "Openings in Canadian Universities and Colleges";

Part II: "Openings in Universities in Developing Countries".

These lists of teaching and administrative openings are published in November, February and April by the Canadian Universities Foundation, 75 Albert Street, Ottawa 4, Canada. Annual subscription: \$1.00 each part.

External Aid Office

A number of requests are coming in to the External Aid Office for assistance in the University field for 1965-66. Professors and lecturers who are interested are asked to write for further information to: Education Division, External Aid Office, 75 Albert Street, Ottawa 4, Ontario.

NOTICE OF POSITIONS VACANT*

Bishop's University, Lennoxville, Que.: Applications are invited for an appointment as Lecturer in the Department of Philosophy. Master's degree minimum requirement; Ph.D. preferred. Salary: \$6500 plus allowances. Applications with full particulars should be sent to the Head of the Department.

Carleton University, Ottawa, Ont.: Applications are invited for positions as lecturer or assistant professor from specialists in Renaissance and Reformation history, and in modern German history. Applications, with *curriculum vitae*, academic records, and at least three references, to S. R. Mealing, Chairman of the Department, by 1 February, 1965.

McMaster University, Hamilton, Ont.: Foundation grant makes possible the establishment of a Chair of Engineering Design in expanding graduate design program. Staff required for permanent position at either Professor or Assistant Professor level. Advanced degrees and design experience required, research encouraged. Send for information to Chairman, Department of Mechanical Engineering, McMaster University.

Mount Allison University, Sackville, N.B.: Department of Economics and Political Science invites applications for an appointment in economics; salary and rank dependent upon educational qualifications, teaching and research experience. A special interest in micro-economic theory, international trade, or economic history desirable but not necessary. Applications (to include a detailed *curriculum vitae* and names of references) or requests for further information should be sent to W. B. Cunningham, Professor and Head of Department.

University of Ottawa, Ottawa, Ont.: Applications are invited for Assistant or Associate Professors of Electrical Engineering with specialization in Communications, Control or Measurements and Instrumentation. Apply to Chairman, Electrical Engineering Department.

University of Saskatchewan, Saskatoon, Sask.: Department of Economics and Political Science. Four appointments will be made, effective July 1, 1965. An assistant professor and either an associate or full professor are required in each of economics and political science. Preference will be given to appointments in economic theory at both junior and senior levels. In political science, the preferred subjects

* Notices of positions vacant are carried free of charge.

for the senior appointment are behavioural fields and political theory. Public administration, Asian or African governments, and municipal government will also be considered. Ph.D. required or pending in all cases. Salary schedule \$7500-\$9800 for Assistants, \$10,000-\$12,800 for Associates, and \$13,000 and up for full professors. *Curriculum vitae* and three letters of reference should be sent to the Chairman of the Department.

University of Saskatchewan, Saskatoon, Sask.: Department of English. Applications are invited for a variety of senior positions. Areas of special interest are the Romantic Period, Middle English including Chaucer, Modern British Literature, and the Renaissance, especially Shakespeare. Good salary schedule and all fringe enefits. Permanent appointment for associate and full professors and for assistant professors after two years of probation. Address applications, including a *curriculum vitae*, a list of publications, and the names of three references, to the Department Chairman.

University of Saskatchewan, Saskatoon, Sask.: Department of French and Spanish. Applications are invited for two appointments at the Assistant Professor level. Applicants should have a Ph.D. or its equivalent. Teaching programs will consist of general undergraduate courses. Duties will begin September 1, 1965. The salary range for Assistant Professors is: \$7500-\$9800. Applications, with *curriculum vitae*, the names and addresses of four or five references, and a recent photograph, should be sent to the Department Chairman.

University of Saskatchewan, Saskatoon, Sask.: The Department of Philosophy invites applications for a position as Lecturer or Assistant Professor. Appointment to be effective July 1, 1965, and starting salary will be \$7000-\$7500, depending upon qualifications. The department welcomes applications from persons with a broad training in philosophy but will give special consideration to those with an interest in metaphysics, logic, aesthetics, or Continental philosophy. Candidates should have the Ph.D. degree, or have completed most of the requirements leading to it. Applications providing personal data, academic qualifications, transcripts or other relevant material, and the names of several references should be sent to the Department Chairman.

Sir George Williams University, Montreal, Que.: Department of History invites applications for the position of Lecturer or Assistant Professor, with specialization in the History of New France. Those qualified in

the History of French Canada will also be considered. Minimum qualification completion of all requirements for Ph.D. except thesis. Salary \$6000 to \$5800, depending on qualifications and experience. Date of appointment September 1, 1965. Application to be made by January 31, 1965 to the Department Chairman.

University of Victoria, Victoria, B.C.: Applications are invited for the position of Dean of Education at the new University of Victoria, to develop an outstanding Faculty of Education. Present total enrollment, 2,500; projected enrollment (1970), 5,000. Salary commensurate with qualifications and experience. Applications to the President.

University of Alberta, Calgary, Alberta: Applications are invited for academic staff positions in the departments of Curriculum and Instruction, Educational Administration and Student Teaching, Educational Foundations (Sociology and Philosophy). Educational Psychology, Fine Arts/Education (Arts, Music, Drama). appointments to become effective September 1, 1965. For details please write to appropriate Department Head. These appointments will be made at the rank of Assistant or Associate Professor depending on background and qualifications. Salary ranges are as follows: Assistant Professor, \$8,200-\$10,600; Associate Professor, \$11,00-\$13,600. Applications are also invited for the position of Graduate Teaching Assistant, 1965-66, in the above departments except Fine Arts. Appointees must be duly admitted to the the Faculty of Graduate Studies at the University. Usual stipend \$2,700. For details write to appropriate Department Head.

Bishop's University, Lennoxville, Quebec: The Department of Mathematics invites applications for two positions of Lecturer or Assistant Professor. For one of these, a candidate whose main interest is Topology or Analysis will be preferred and, for both positions, the minimum qualification is a Master's degree. Salary floors are \$6,000 for Lecturers and \$7,300 for Assistant Professors, plus various allowances, and all are under revision. The appointments are to be effective as of July 1st, 1965. Applications should be sent to the Head of the Department.

Bishop's University, Lennoxville, Quebec: The Department of Political Science invites applications for the post of Lecturer, effective September, 1965. Salary offered is \$6,500, plus allowances. Applications should be addressed to the Chairman of the Department.

Brock University, St. Catharines, Ontario: Applications are invited for the following positions: Department of Chemistry: One Professor and one Associate or Assistant Professor of Chemistry or Biochemistry; One Associate or Assistant Professor of Physics or Biophysics; Department of Earth Sciences: One Professor or Associate Professor of Geography; Department of English: One Assistant Professor of English; Department of History: One Professor and one Associate or Assistant Professor of History; One Associate Professor and one Assistant Professor of Politics; Department of Mathematics: One Professor, one Associate Professor and one Assistant Professor of Mathematics; Department of Modern Languages: One Professor of Spanish; Department of Science Studies: One Associate or Assistant Professor of the History of Philosophy of Experimental Science. There are also several vacancies for technicians, librarians, and demonstrators. Salaries and fringe benefits are competitive. Please address applications to the head of the department concerned.

Ontario Agricultural College, University of Guelph, Guelph, Ontario: The Department of Nutrition invites applications for the positions of Assistant Professor (Ph.D., salary range \$7,500-\$9,500) and Research Scientist (Master's degree, salary range \$6,000-\$7,200). Candidates should have a strong background in biochemistry for fundamental research in metabolism and nutrition of mammals and birds. Also available: Assistantships (\$2,450 p.a.) for qualified students proceeding to M.S.A. involving research in nutrition and metabolism. Address applications to the Head of the Department, Dr. S. J. Slinger.

University of Manitoba, Winnipeg, Manitoba: The Department of Economics invites applications for appointments at the ranks of Assistant and Associate Professor, particularly from those with a special interest in one of the following fields: (1) Mathematical Economics; (2) Money and Banking; (3) Labour. Replies should be addressed to: The Acting Head, Department of Economics, University of Manitoba, Winnipeg 19.

University of New Brunswick, Fredericton, N.B.: Department of Chemistry invites applications for positions of analytical chemist and a physical chemist (preferably an electrochemist). Salary on the basis of qualifications. Please write to the Chairman of the Chemistry Department, University of New Brunswick, Fredericton, New Brunswick.

Trent University, Peterborough, Ontario: Assistant or Associate Professor of Economics; to teach undergraduate courses, to conduct research, and to assist in the planning of the Economics programme at advanced levels. The present minimum for an Assistant Professor is \$7,500.00; for Associate Professor \$9,500.00. Requests for further information, and applications including curriculum vitae and the names of three references, should be sent to the President, Trent University.

Simon Fraser University, B.C.: Department of Economics and Commerce invites applications from specialists in all areas for undergraduate and graduate program. Rank and salary (mostly in range \$8,000-\$13,000) according to qualifications and experience. Enquiries and applications may be addressed to Head of Department, Dr. Parzival Copes; temporary address 76 Mayfield Avenue, London, N.12, England.

Sir George Williams University, Montreal, Quebec, Faculty of Commerce: Applications are invited for two positions at the Assistant Professor rank commencing July 1, 1965. The essential requirement for the position of Assistant Professor of Accountancy are a Master's degree and a Professional Accounting qualification. The successful candidate will be required to teach Advanced and Cost Accounting. The minimum qualification are a Master's degree with preference to candidates completing a Doctor of Business Administration degree. The preferred teaching interests should be in Organization Theory, Business Policy, and Human Relations. Salary—commensurate with qualifications and experience. Applicants are requested to submit a complete statement of qualifications and experience and two testimonials to the Dean, Faculty of Commerce, Sir George Williams University, 1435 Drummond Street, Montreal 25, Que.

University of Victoria, Victoria, British Columbia: Applications are invited for the following positions—2 Instructors in French, 1 Assistant Professor in French, 1 Instructor in German. Please furnish copies of academic transcripts, details of experience, three letters of recommendation and a recent photograph. State salary expected. Removal grant available. Also good programme of "fringe benefits". Apply by February to W. H. Hickman, Head, Department of Modern Languages, University of Victoria, Victoria, B.C.

University of Waterloo, Waterloo, Ontario: The Department of History invites applications for appointments in the fields of Renaissance, Latin America, French Revolution and Empire, History of Science. Rank and salary appropriate to qualifications and experience. Duties to commence

1 September 1965. Applications, with all pertinent details and references, to the Chairman of the Department.

University of Western Ontario, London, Ontario: Applications are invited for the following positions: Assistant Professor with teaching and research interests in electric control systems. Applicants should have post-graduate degree in electrical engineering and either academic or industrial experience. Assistant Professor to teach undergraduate and graduate Chemical engineering courses to the Ph.D. level. The applicant should have a well developed interest in research with a strong background in applied chemistry and/or mathematics. Both appointments will be from 1 July 1965. Apply to the Dean, Faculty of Engineering Science, The University of Western Ontario, London, Canada.

University of Windsor, Windsor, Ontario: Applications are requested for the position of Associate Professor (Ph.D.) to teach Pathogenic Microbiology and Immunology. Experience in both teaching and thesis direction is required. Salary is open. Position available September, 1965. Good research and teaching opportunity in new biology building. Inquiries should be directed to the Head, Department of Biology, University of Windsor, Windsor, Ontario, Canada.

University of Windsor, Windsor, Ontario: Applications are requested for the position of Assistant Professor (Ph.D.) to teach experimental embryology. Experience in teaching and research direction is required. Salary is open. Position available September, 1965. Good research and teaching opportunity in new biology building. Inquiries should be directed to the Head, Department of Biology, University of Windsor, Windsor, Ontario, Canada.

University of Windsor, Windsor, Ontario: Position available for teaching and research in physical metallurgy to contribute to programmes in engineering materials in Faculty of Applied Science. Applications should be sent to Professor R. G. Billingham, Head, Department of Engineering Science.

University of Windsor, Windsor, Ontario: Applications are invited for the position of Professor of Mechanical Engineering to teach engineering design and to conduct research in stress analysis or related fields. Ph.D. and some industrial experience preferred. Date of appointment September 1, 1965. Salary and rank will be dependent on qualifications. Address replies to: Head of Dept. of Mechanical Engineering, University of Windsor, Windsor, Ontario.

NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT*

Replies should be addressed to the relevant Box No., C.A.U.T. National Office, Room 603, 77 Rue Metcalfe St., Ottawa, Ontario.

Box No. 52. English: B.A. First Class Honours (McGill), B.Litt. (Oxon.). Ten years' experience. Honours seminars and graduate supervision in 18th century English literature. Summer courses in creative writing. Articles on the Augustans. Editing. Seeks appointment in eastern Canada. Fall 1965.

Box No. 53. Geography: College geographer desires summer teaching assignment anywhere in Canada. B.A., Univ. of Rochester; M.A., Columbia. Add. grad. work at Columbia, Syracuse, Boston Univ. Nine years' teaching experience. Fulbright award to Brazil. Specialties—Anglo-America, Latin America, New England, Topographic Maps, Economic and Urban Geography. Will teach any introductory course. Would consider full-time position.

Box No. 54. Biochemistry/Nutrition: Male, 35, Ph.D. 1958. Presently Assistant Professor in Canadian University. Duties largely research and training graduate students. Interested in similar position with greater opportunity to teach both at undergraduate and graduate levels.

Box No. 55. History: Assistant Professor, American, 41, Intellectual History, Asian History specialties, ten years' university teaching experience Britain, Canada, United States; Ph.D. and M.A. Columbia; graduate work, Yale. Have taught British, U.S. and European history; married, no children. Wish to settle permanently in Canada.

Box No. 56. Botany: Ph.D. with ten years teaching experience in general botany, taxonomy, and anatomy. Research field—ecology.

Box No. 57. Mathematics: Mathematician from Middle East with Ph.D. seeks junior college teaching.

Box No. 58. Political Science: M.A. (Pub. Admin.) (Carleton), M.A. (Pol. Sc. and Econ.) (Bombay), 33 years, several published articles; 7½ years' experience in diplomatic and research service, Govt. of India. Now with Canadian government. Desires teach political science. Special interests: developing areas, comparative public administration. Available personal interview.

* Notices of persons available for appointment are carried at \$2.00 for 40 words, \$3.00 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

Box No. 59. Administration, Philosophy, Politics: Man, 53. B.A. (Philosophy), B.A. (Modern Greats), Rhodes Scholar, nearly twenty years' experience federal government including Cabinet Secretariat and Treasury Board. Three years part-time lecturing in Philosophy. Seeks administrative appointment with opportunity to lecture. Available 1965.

Box No. 60. French or English: Man, French, seeks French or English language teaching position at lectureship level at Canadian university (Eastern Canada preferred). Holds Licence es Lettres (English) and License es Droit from University of Paris. Also national teaching certificate. Currently preparing Doctorat es Lettres. Available autumn 1965. References, etc., on request.

Box No. 61. Public Administration: Available from September 1965. Locally or overseas. Male, Bilingual. B.A. Honours (French), M.A. (Public Administration), Ph.D. (Political Science, in progress). Experience in administration (Public Service) and research. Special areas of interest—Public Administration, Canadian Studies and International Affairs. Could help in French Department with history of the language and 19th Century literature.

Box No. 62. Physical Education: Athletic and Physical Education Administrator with six year's experience at post-high school institution wishes to locate in a university in Canada. Education background, M.A. plus two semesters towards Ph.D. Experience includes organization and administration of a freshmen physical education programme at technological institution plus the development of C.A.H.P.E.R. branch, organizing a small athletic conference, as well as executive work with a Technological, Physical Education Council and an Intercollegiate Athletic Association. Availability—open.

Box No. 63. English: Especially creative or business writing. M.A. Oxford, Honours in Modern History. 46. Widely published in Canadian magazines. Scripts for CBC. Two novels. Career mainly in Public Relations but experience in teaching report writing to graduate engineers.

Box No. 64. Sociology: Young Dutch sociologist (31) seeks teaching and/or research post in Canada. Has studied in Groningen (B.A. and M.A.) and Toronto, where he also worked in city planning. Is now writing Ph.D.—thesis. Interests: sociology of migration, rural sociology, sociology of family. For further information please write.

Box No. 65. Music: D.Mus., London; B. Mus., London; B. Mus., (New Zealand; A.R.C.M. (Piano—performance); L.R.A.M. (Piano—teaching); L.R.S.M (Musicianship). Trained in New Zealand, London, Rome (Italian Gov't. Scholarship), Siena. Experienced in university teaching in Composition, Theory, History, Harmony, etc. Age 40, married, three children.

Box No. 66 Economics: M.A. Peshawar University, Pakistan; M.A., Vanderbilt University; working towards Ph.D. at Vanderbilt. Field of Specialization, principles of economics, intermediate economics, money and banking, national income economics, international trade, economic development, economic thought, agricultural economics, and statistics. Seven years' research in areas concerning agricultural problems, entrepreneurship, and international trade. One and one half years' teaching in subjects including principles of economics, intermediate economics, economic thought, international trade, and agricultural economics. Age 30. List of publications available.



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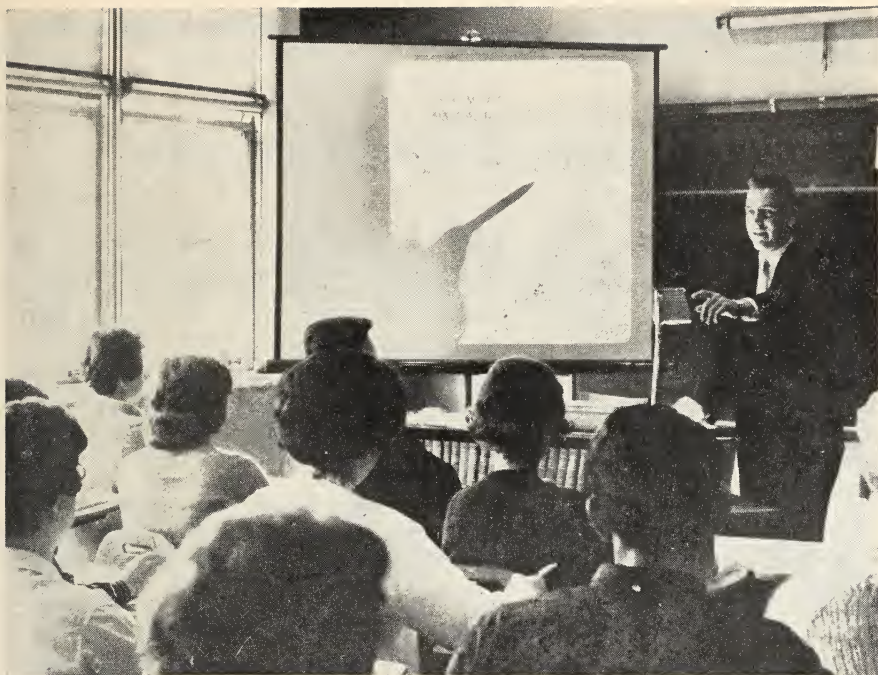
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